



**Parc Eglos Primary School**  
**Special Educational Needs and Disabilities (SEND)**  
**Information Report**

**Approved on behalf of LGC:**

**Date:**

**January 2024**

**Next Review Date:**

**January 2025**

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### Key Staff and Governors:

**Headteacher:** Mrs Jayne Banner

**Chair of LGC:** Mr Keith Warham

**Special Educational Need and Disabilities Coordinator:** Mr Christopher Powley /Mrs Roberta Martin (Acting)

All staff and governors can be contacted via the school office: 01326 572998

Phone: Email: [parceglossecretary@croftymat.org](mailto:parceglossecretary@croftymat.org)

### 1. School Context

We are a mainstream primary school with a strong commitment to Inclusion and Equal Opportunities. We support pupils across all four areas of need as laid out in the SEND Code of Practice: cognition and learning; communication and interaction; social, emotional and mental health; and physical and / or sensory (including hearing / visual impairment and medical conditions).

There are currently 452 children on roll with 56 children on the school’s SEND register (March 2024 data), - this is 12.38% (11.06% SEN Support, 1.32% EHCP) of the total school population. The national data for children with SEND is 17.3% (13.0% SEN Support, 4.3% EHCP) of the school population (based on DFE National Statistics June 2023).

This SEND Information report, along with the school’s SEND policy, has been prepared by the Assistant Headteacher in consultation with the Headteacher, teaching and support staff and governors. This report should be read alongside the school’s SEND policy and the School’s Local Offer of Early Help.

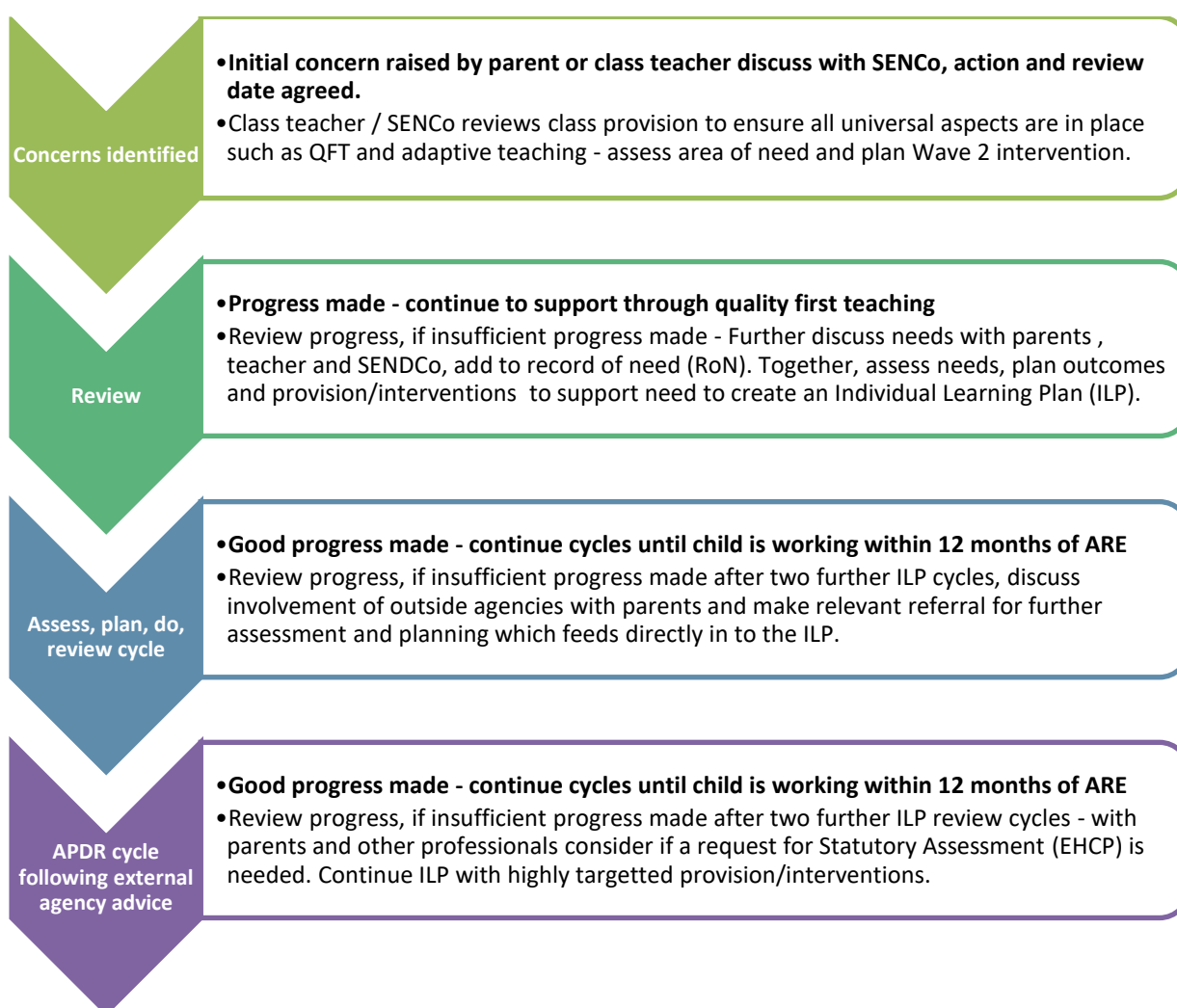
We hope the following information will explain the SEND provision at our school.

If you require further information, please contact the school office on 01326 572998

## 2. How do we identify SEND?

The school's SENDCo is responsible for working with class teachers, children and their families, as well as other professionals, to ensure that pupils' special educational needs are identified and met as early and fully as possible.

In the summer term, key staff gather information from parents and pre-schools about the pupils due to join us, sharing information and attending multi-agency meetings. Both parents and pupils are given opportunities to visit the school and there are extra visits for some pupils to help them familiarise themselves with their new school. In September, the new Reception pupils are further assessed to identify any other children who might need support. Where pupils joined the school at other times, or into other year groups, class teachers and the SENDCo check records from the child's previous school to see whether any SEND had been identified. We may also carry out screening tests and / or classroom observations at the request of parents or external professionals who have expressed concern about a child's learning or development. The SENDCo and / or Headteacher also attend any multi-agency meetings they receive invitations to and collect SEND records about children who will be joining the school.



School also has a programme of half termly pupil progress meetings between class teachers, the Headteacher, the Assistant Headteachers and SENDCo to discuss the progress of all pupils. In these meetings, every child's progress is monitored; children who are making slow progress or have gaps in their knowledge are identified for support; and the impact of current interventions is discussed and evaluated. Children's attainment and progress is formally assessed three times throughout each academic year.

### **3. What should parents/carers do if they think their child has SEND? How can they raise concerns?**

If you have concerns about your child with regards to possible SEND you should discuss this with your child's class teacher in the first instance. They will be able to discuss your child's attainment and progress with you as well as outline the Quality First Teaching approaches that are being used to support your child in school, and any possible intervention and classroom adaptations that could be implemented in the first instance.

If concerns persist, the class teacher may raise these concerns with the SENDCo who will be able to discuss these concerns with yourself and the class teacher.

If ultimately it is agreed that your child has an identified special educational need then they will be added to the school's register of need and a Learning Plan written.

### **4. What does the Graduated Pathway of 'Assess, Plan, Do, Review' look like?**

We follow Cornwall's 'Assess, Plan, Do, Review' cycle as set out in the SEND Code of Practice. Each child with an identified SEND has a personal Learning Plan document drawn up, which details needs, desired short-term outcomes, planned actions and the resources/staff that will be used to support them. After a period of no longer than a term, the child is assessed to see how much progress has been made towards the outcomes. Where relevant, progress is measured using standardised tests. The results are discussed with the child at the time, and with parents/carers at the next SEND review meeting, when the child and parents can take an active role in planning next steps.

Where a child has complex needs and several agencies are involved, a multi-agency plan or Care Plan may be written. This document brings together much more detailed information about a child's wider circumstances and needs. This enables school staff, with parents/carers, and at times other professionals, to identify desired outcomes for the child that are not just educational but may also include health and social care needs too.

If the child still does not make the expected progress in spite of high-quality targeted intervention over time; their needs are complex; and school are having to provide a high level of 1:1 support and/or resourcing to meet their needs, the school, in consultation with parents/carers, may consider requesting an Education, Health and Care Needs Assessment. An EHC needs assessment will involve sending evidence to the Local Authority of the actions that have been taken by school to support the child already. It will also include reports from the school, parents and any external professionals that have been involved with the child to fully identify the child's needs and plan the desired outcomes. If the application is successful, the Local Authority will produce the EHC Plan and consult with school(s) to ensure that the child's needs can be met.

### **5. How will school include parents and pupils in planning support?**

We follow Cornwall's 'Assess, Plan, Do, Review' and partnership with parents/carers, as well as including the child's voice is an integral part of this.

Each child's Learning Plan is reviewed at least three times per year by the class teacher during a meeting to which the child's parent/carer is invited. For children with an EHC Plan, or more complex needs, the SENDCo and other professionals may also attend the meeting.

The meetings offer time for all parties to reflect on what has gone well and to share views on the child's progress, educational needs and any barriers to learning. These meetings also allow parents/carers and staff to identify desirable outcomes for the child and to plan for how everyone can work together to support the child's progress. These discussions are then reflected in the child's new Learning Plan which is shared with everyone attending the meeting and working with the child. Review meetings may either be held in school or virtually on a rolling program.

For those children with an Education, Health and Care Plan (EHCP), a review meeting will also be held annually with school staff, parents/carers and any external professionals working with the child. The child's views are always collected ahead of the meeting, and they are also invited to attend part of the review meeting too.

All children who are on the school's SEND register have their views collected as part of the Learning Plan reviews. This gives them opportunity to express their hopes for the future, what they feel others like and admire about them, what helps them and what doesn't. The Learning Plan is shared with parents and all relevant staff working with the child, and the child's views are considered when setting new outcomes during reviews and EHCP reviews.

## **6. How will our school teach and support pupils with SEND?**

Class teachers have the highest possible expectations for your child and teaching is based on building on what your child already knows, can do and can understand. The main approach to meeting the needs of children with SEND in school is through Quality First teaching in class, which includes explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology. Class teachers also use a range of adaptive teaching approaches in class.

Class teachers work closely with the SENDCo and where appropriate external professionals, to map out the needs of pupils and plan the necessary resources and support needed. At times additional intervention, either 1:1 or as part of a small group, may be required (these are outlined in the child's Learning Plan). A variety of interventions are used in school, a flavour of which include: 1:1 reading, small group phonics intervention, pre / post teaching of maths concepts or new vocabulary, small group spelling intervention, Language for Thinking (either small group or 1:1), 1:1 precision teaching, small group reading comprehension intervention, small group sensory/physical approaches, and small group social skills. Teaching assistants also work closely with the SENDCo and are often deployed to help the class teacher support the learning needs of pupils in class, as well as delivering 1:1 and small group interventions.

Access arrangements for statutory testing is assessed on an individual basis and is determined by the child's identified needs and their usual way of working within school (as identified on their Learning Plan or EHCP).

## **7. How will the effectiveness of this SEND provision be assessed?**

In addition to formal assessments three times per year, class teachers continually assess the attainment and progress of the children. Each child's attainment and progress is scrutinised and discussed by class teachers, the Headteacher and SENDCo during the half-termly pupil progress meetings. Children's attainment and progress towards their Learning Plan outcomes are also shared and discussed with parents/carers during regular SEND review meetings.

Individual interventions (both 1:1 and small group) are reviewed regularly in terms of their effectiveness by the SENDCo and changes are made to provision, as appropriate. The SENDCo also completes a rolling program of observations and performance management of the Teaching Assistant team to help assess the impact of interventions on pupil's progress and attainment.

## **8. What is the school's pastoral offer to support children's Social, Emotional and Mental Health?**

We have a team approach to supporting our children and families, both within school and working with external agencies. Our pastoral team, consisting of the Headteacher, SENDCo and Pastoral Teaching Assistants liaise regularly to plan support - this has included:

- Individual work for children who have experienced bereavement, anxiety, family breakdowns, friendship issues, eating disorders, low self-esteem, and other social, emotional and mental health difficulties.
- Play Therapy – specialist commissioned provision.
- Nurture intervention
- Early Help
- Group work e.g. Keeping Myself Safe, Social Skills
- Referrals to Young Minds Matters for low level Cognitive Behavioural Therapy ☒ 1:1 Therapeutic Play intervention.
- 1:1 mentoring for our Children in Care.

Our pupils know that there are a number of adults in school with whom they can talk, including the teachers and teaching assistants in their year group, the SENDCo and the Headteacher.

In accordance with our clear Anti-bullying Policy, we work regularly with all children, through PHSE lessons and assemblies to ensure that our pupils understand the signs of bullying and know what they can do if they have or witness a problem. All reports of bullying are taken seriously, with support for the victim and the perpetrator to change their behaviour. The school is continually strengthening its approaches to building, maintaining, and repairing any harm to relationships across all levels in school.

## **9. How do we support children at transition points?**

In the summer term, key staff gather information from parents and pre-schools about the pupils due to join us, sharing information and attending multi-agency meetings. Both parents and pupils are given opportunities to visit the school and there are extra visits for some pupils to help them familiarise themselves with their new school.

Similar arrangements are made for our Year 6 pupils moving on to secondary school. A series of transition meetings are arranged so that parents/carers of pupils with SEND, and pupils themselves, can meet with the secondary school SENDCo alongside the SENDCo, class teacher and other relevant professionals. Extra visits are also arranged for some pupils to their chosen secondary school. Both children and parents were provided with literature produced by school, to better inform and support them with this transition process. We have developed strong working relationships with staff in other schools, and this has enabled us to continue joint work to support children through any school transition periods.

Staff members meet to share information at the end of each academic year to support the transition between year groups for those children with SEND. During these meetings Learning Plans and any EHCPs are shared and discussed, and class SEND files are passed on to the new teacher in order to help them plan for their new class in September.

## **10. How do we ensure that pupils with identified SEND and medical needs are included alongside their peers?**

The Headteacher is responsible for admission arrangements which accord with the national and local admissions code. Children with identified special educational needs or disabilities, whether or not they have an EHC Plan, are treated in the same way as all other applicants on the basis of the school's admissions criteria. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. Admission for children with EHCPs is managed by the

SEN Casework team rather than by the school or Admissions Team at Cornwall Council and they will consult with the Headteacher as to whether the school is able to meet the child's needs with reasonable adjustments.

We want all of our pupils to have access to the range of facilities and activities available in school and we make every effort to make any necessary reasonable adjustments to ensure this happens. This may involve providing an extra adult to support the child or using alternative or additional equipment/resources such as modified chairs, writing slopes or personal workstations. A variety of flexible groupings are adopted to ensure pupils with SEND have the opportunity to work with a range of their peers. A range of extracurricular clubs are also available for pupils in school.

Risk assessments are carried out prior to any off-site activity to identify any measures that may need to be taken to ensure the safe participation of pupils, including those with SEND and medical conditions.

We recognise that pupils at school with medical conditions should be appropriately supported so that they are able to access their education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. When a pupil with medical needs joins the school, we will liaise with the previous school and medical staff working with the child to ensure a good understanding of, and thorough planning to meet, the child's needs. An Individual Healthcare Plan will be drawn up by the Headteacher in consultation with health professionals, the SENDCo and parents/carers. This will be reviewed at least annually, and sooner if the child's needs change. See also the school's Policy for Supporting Children with Medical Conditions.

Where personal care is needed, a Personal Care Plan has been drawn up by the Headteacher, in consultation with the child's parent / carer, and the member of staff identified to provide the personal care. Where appropriate, advice is sought from relevant external professionals, including those from education, health and care.

### **11. What expertise does our school and our staff have in relation to SEND? Which external agencies does school work with?**

All teachers at Parc Eglos are teachers of pupils with SEND and a programme of continuous professional development for both teachers and teaching assistants is in place. Recent training of note over the last academic year includes:

#### **Relevant whole staff training:**

SMART Targets – writing SMART targets for Learning Plans;

Adaptive Teaching – introduction to using adaptive teaching in the classroom;

SEND Teach Meet – Trust Teach Meet covering a variety of key SEND topics including SLCN, EYFS, DLD.

Child Protection Training for Educational Settings;

Curriculum Training;

Little Wandle Phonics training;

Supporting Early Reading.

Relevant school staff also make referrals to, and work in conjunction with, a range of external agencies and professionals who include Educational Psychologists, Advisory Teachers, Early Help Coordinators, Speech and Language Therapists, Occupational Therapists, Paediatricians, members of the NHS Neurodevelopmental pathway team, Social Workers, CAMHS clinicians, the school nursing team, Family Support Workers, The Virtual School (for children in care), Social Workers, as well as various charities.

We also work with our School Improvement Partners within Crofty Multi-Academy Trust and other schools within Crofty to ensure that our provision and procedures are the best they can be.

## 12. Who can you contact for more information?

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS Cornwall) provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

<https://cornwallsendiass.org.uk/>

## 13. The Local Offer

The Local Offer provides SEND pupils and parents/carers with information relating to support and advice they can access locally. Within Cornwall, the Local Offer comprises the following areas:

- EHCP's, Personal Budgets, Appeals
- Health
- Education
- Social Care
- Information and Advice
- Things to Do
- Getting Around
- Preparing for Adulthood, Developing Independence, Employment and Training
- Children and Young People – Information Videos

The Local Offer may be accessed through <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>

## 14. Data Protection

Copies of SEND Plans or the corresponding sections of EHCPs are available to all relevant staff working with the child. All documents, including reports from outside agencies and more personal information, are stored securely to ensure confidentiality and comply with the General Data Protection Regulation (2018).

## 15. Complaints and Concerns about SEND Provision

Complaints should initially be addressed to the class teacher or SENDCo. If these cannot be dealt with informally, a formal complaint should be made to the Headteacher/Head of School following the provisions set out in the Complaints Policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.



## 16. Links with other policies and documents

This policy links to the following documents:

- Crofty Trust SEND Policy
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy