



Boskenwyn C P School
SEN Information Report and
our 'Local Offer' for Special Educational Needs and Disability (SEND)
(Agreed by staff and Governors, September 2025)

SENDCo: Mrs Angie Larcombe, alarcombe@fbgschools.co.uk, 01326 572618

Boskenwyn Primary School is a small village school with an inclusive ethos. We foster kindness, acceptance of difference, resilience and adaptability, building a dynamic learning environment supported by strong relationships, which enables every child to find belonging and succeed. Support for all to access the curriculum, extra-curricular activities and outside visits, alongside academic achievement, results in personal growth and happiness, which are key goals. Independence in learning and opportunity to develop individuality, having choice and agency, is promoted by our Inquiry based approach to learning.

We are a 'Trauma Informed School' and use PACE (nurturing and trust-building interactions underpinned by playfulness, attunement, curiosity and empathy). We have adopted a Behaviour and Relational policy where behaviour is understood as a communication of need, and relationships we build are key to behavioural understanding and change. As such, we strive to unpick the function and cause of difficulties and less desirable behaviours, and help the child to resolve these in a supported and positive way, within the safety of boundaries, and with understanding and acceptance that our actions have consequences. As a result, we have little difficulty with undesirable behaviour, and children show respect to adults and each other. Children with additional needs may show behaviours that require further support, but in the nurturing environment, and with the right support,

children progress well. The SENDCo has also undertaken Autism Champion training and provisions are further supported via the Neurodiversity Hub and ASD team. Understanding these behavioural aspects of difficulty are key to supporting children to be learning ready, self-aware, and able to thrive.

Mental health and wellbeing of all children is very important to us - children cannot thrive if they are not happy and at ease. We have developed and embedded a whole school approach in recent years, to support deeper understanding of difficulties, approaches to help, and pathways of further help. We work closely with parents and carers, to fully understand any difficulties.

We access support via the Early Help Hub and work with Family Support Workers to support children and families. We are supported by an Educational Mental Health Practitioner, and access the Autism team, Neurodevelopmental Hub and PINS (Partnership for the Inclusion of Neurodiversity in Schools) and other education professionals, working in collaboration to support children and whole families.

Our Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning and early identification of difficulty and learning barriers.
- ✓ An exciting and motivating curriculum where children have choice and agency
- ✓ Learning spaces that support our nurturing ethos
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life
- ✓ Whole school awareness of the impact of mental health and well-being upon capacity to thrive
- ✓ Whole school approach which acknowledges behaviour as a communication of need and use of PACE approach in

all interactions, as part of our Trauma Informed approach

- ✓ Whole school awareness of neurodiversity and meeting need for inclusion and equality
- ✓ Whole school awareness of the impact of sensory needs on an individual's capacity to engage, and adaptations to the environment to support wellbeing and progress
- ✓ Whole school recognition of how Adverse Childhood Experiences affect the individual
- ✓ Focus on personal development and attributes for learning and success, are fostered by our inquiry based learning approach, alongside development of emotional literacy to promote well-rounded children who have strong behaviours for learning and life
- ✓ Also see 'Our Curriculum Journey', Inclusion Policy and 'A journey through ...' subject documentation
- ✓ Learning for world citizenship - development of cultural understanding and participation through curricular and extra-curricular enrichment eg Cornish and UK culture, sailing, surfing, residentials, trips, visits, European cultural development opportunities, skiing etc

What is meant by 'Special Educational Need' or 'Additional Needs'?

The SEND code of practice 0 to 25 years defines a child or young person as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- ✓ have a significantly greater difficulty in learning [in any area of need] than the majority of others of the same age; or
- ✓ have a disability which prevents or hinders them from making use of educational facilities of a kind generally

provided for others of the same age in mainstream schools or mainstream post-16 institutions or would so do if special educational provision was not made for them.

Need is viewed within four basic descriptors, but needs and conditions can fall into more than one designated area and the picture of need can be complex eg a child with global developmental delay or chromosome abnormalities will show needs in multiple areas. Need for support may be of short duration, or impact upon the child in the longer term, requiring higher levels of support.

Designations of areas of need, with some examples of needs:

- ✓ Communication and Interaction - Neuro-developmental difficulties eg Autism Spectrum Conditions; speech, language and communication needs
- ✓ Cognition and Learning - Specific learning difficulties - dyslexia, dyscalculia, memory and processing
- ✓ Social, Emotional and Mental Health - Anxiety and other well-being difficulties; social interaction difficulties; trauma-related difficulties
- ✓ Physical and sensory - developmental coordination difficulties; physical disability; sensory impairment; sensory Integration need

Who Supports children with additional needs and what is a SENDCo?

All class teachers have responsibility for the learning and progression of all children in their classes, including children with additional needs. A team approach is adopted and the child's needs are supported by the classroom staff and with the SENDCo (Special Educational Needs and Disabilities Coordinator). The SENDCo supports class staff in identifying, assessing and meeting the child's needs, and in coordinating assessment and further support from other professionals, as needed. The SENDCo also has responsibility for coordinating provision for children with 'Education Health Care Plans' for those with more complex need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher notes and monitors concerns
- ✓ Learning conferences/child's voice
- ✓ Close collaboration between parents and school, to identify and resolve difficulties as soon as possible
- ✓ Team working with parents to unpick need eg Neurodevelopmental Profile
- ✓ Preliminary adjustments are tried, tested and tweaked
- ✓ Class teacher refers to SENCO
- ✓ Initiation of our *Graduated response* (Assess, Plan, Do, Review - this is the start of more formalised interventions, allowing close monitoring of progress and needs)
- ✓ In class observations
- ✓ In school assessments
- ✓ Advice from other professionals sought
- ✓ Termly SEN meetings
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using termly data
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Application for *statutory assessment for Educational Health Care Plan* to meet more complex needs

We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer below, and this can be seen in our *Wellbeing and Mental Health Policy and protocol*. Children with SEN or other difficulties may be more vulnerable to bullying and our measures to prevent this can be seen in our *Anti-Bullying Policy*.

Our Graduated Response for Learners once additional needs have been identified:

- ✓ Continual monitoring of the quality of teaching and learning
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by assessing day to day and implementing TA and teacher support for individual or small group work as applicable, and half termly assessment through marking, observations etc
- ✓ Learning conferences/child voice
- ✓ Holistic over-view and understanding of the child's life story and lived experience - working with parents to ensure need is met in the round, not just through an academic lens
- ✓ The Graduated response enables regular reflection on the child's progress and needs, via the "assess, plan, do, review" cycle, with Individual Learning Plan to address need
- ✓ Close working with parents and carers, with at least termly discussion of progress and next steps for a child's individual needs when the Individual Learning Plan is reviewed
- ✓ On-going development of staff knowledge and understanding, enabling proactive, in-school interventions, especially with regard to SEMH and academic needs
- ✓ Close working with the Education Mental Health Practitioner

- ✓ Use of Early Help Hub and outside agencies and professional services to address children's needs, for example, Educational Psychology, Speech and Language, Occupational Therapy, CAMHS, cognition and Learning team, ASD casework team etc
- ✓ Consideration of application for Education, Health and Care Plans - application for statutory assessment will be made if the child's needs exceed capacity of school to meet those needs. Evidence of need will be collated from information gained via Individual Learning Plans (the Assess, Plan, Do, Review process) and from other professional involvement
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.
- ✓ Progress of all children is reviewed at least termly and for those identified as not making the desired progress, initial investigations may be started, and they will be registered as 'On Alert' on the Record of Need, for further assessment/observations

During 2024/25, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction - meetings with parents, specialists and professional services eg ASD team, social care, out of school learning, meet and greet, social skills groups for interaction and understanding, lego therapy, emotional literacy work, implementation of specific pieces of work planned by other professionals - speech and language and Educational Psychology service etc, adult mediation for child, seeking out of school opportunities and learning, contributing to reports and meetings, reasonable adjustments for inclusion, passports, transition work, management of bespoke timetable of provision
- ✓ Cognition and Learning - Improving learning environments, eg development of learning spaces to address barriers and difficulties of different learners (eg sensory needs), out of school learning, co-operative working

with partner school, in school assessment for learning barriers and onward referral, enrichment visits out of school and visitors to school, support from Educational psychology, ASD casework support, Cognition & Learning team advice, embedding attributes and skills for successful learning, guided inquiry work, dyslexia support resources, memory support materials, reading difficulty support

- ✓ Social, Emotional and Mental Health - Educational psychology, work of ASD casework team, Embedding of TIS (trauma and Mental Health Informed Schools), embedding attributes and skills for successful learning alongside emotional literacy, drawing and talking therapy and in-school coaching and talking interventions, lego therapy, nurture provisions, individualised SEMH input, support of anxiety and anger, social interaction, CBT based work, liaison with and 1:1, group and parental provisions from Education Mental Health Practitioner. Wellbeing box of books and resources for families to dip into, and signposting to parent courses such as 'Supporting Parents and Children Emotionally'
- ✓ Sensory and/or Physical Needs - Light and dark areas for sensory difficulties and calming, garden and outside area development, Interventions including Fun Fit and Speed Up handwriting, individual curriculum with out of school learning and implementation of Occupational Therapy plans, provision and resourcing for sensory and physical needs. Targeted transitional work for children coming into YR for vision and complex physical needs.

During the 2024/25 academic year, we have had upto 33 Children/young people receiving SEN Support, 3 children with EHCP, and a further applications for EHCP in process. Two to eight children were 'On Alert' at various times during the year.

We monitor the quality of the SEN provision by working closely together as a team, with the child/ren and parent/s. We ensure support staff have appropriate skills and training to deliver differentiated and individualised intervention - pre-teaching, revision, work in preparation for transitions, academic and closing the gap work, implementation of individual curriculum, individualised sessions for SEMH etc.

We measure the impact of this provision by assessing academic interventions half termly and progress and attainment termly. Assessment of Emotional and social development has been further developed this year, with sharing of practice with the Education Mental Health Practitioner and deeper understanding of Neurodiversity via use of the ND Profile, and we are better able to meet the needs of all our children. We continued to embed 'Trauma Informed Schools' (TIS) practise.

Support Staff:

Support staff are deployed in a number of roles:

- ✓ One to One with a child
- ✓ Small group work
- ✓ Emotional support
- ✓ Support within the classroom
- ✓ To work as part of the teaching team in their classes
- ✓ Speech and language input, including AAC, visuals and Makaton
- ✓ Occupational Health plans
- ✓ Delivery of individual curriculum
- ✓ Intimate care
- ✓ Mediation for social interaction and less structured, social times

- ✓ Support of enrichment activities and visits
- ✓ Breakfast and after school clubs
- ✓ Liaison visits for children transitioning to and from Boskenwyn
- ✓ Professional meetings for children with EHCP, TAC and transition arrangements
- ✓ To promote independence, confidence, sense of safety and security via strong, nurturing relationship with all children, based on a PACE approach
- ✓ To encourage inclusion and offer challenge through high level questioning, open ended, thought provoking discussion and challenge

We monitor the quality and impact of this support by assessing academic, social and emotional improvement and by addressing cpd needs of individuals/teams.

Continuing Development of Staff Skills this year:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Teaching and Learning	Teaching staff	Solution Circle
Safeguarding	All staff	Prevent refresher Safeguarding update

	AL	<p>Domestic Abuse and Sexual Violence</p> <p>Trauma models</p> <p>Supporting pupils who have experienced trauma</p> <p>Protective Behaviours</p>
Whole school development	Teaching staff	<p>Educational Visit</p> <p>Risk Assessments</p>
	AL	<p>Supporting children and families when a parent is diagnosed with cancer</p>
SEND	HL	<p>ND Profiling Tool</p>
	AL	<p>SENDnet meetings</p> <p>Moving and Handling</p>
	KS1	<p>Effective Communication & visuals</p> <p>TEACCH</p> <p>Understanding sensory differences</p> <p>Information carrying words</p> <p>Training for specific aspects of a child's health and physical needs care</p> <p>Allergy</p>
	All staff	<p>Autism Awareness</p>

--	--	--

On-going development:

Training is fed back to other members of staff and teams, SEN 'toolkits' are made available to staff and continue to be developed to enhance understanding, knowledge and practice across the school.

The School focuses on improvement of approach and provision in SEND, via the School Development Plan, SEN Action Plan, and Accessibility Plan, which is part of the Equality Policy. This can be found at www.boskenwyn.cornwall.sch.uk

What parents and others have said about our SEND provision:

I just wanted to say thank you - it has been such a joy to see XXXX excited about the school trip today.

He didn't even go to his last two school trips [at previous school], he was too anxious. He couldn't wait for this one.

He also said that he told other kids yesterday that he has found out that he is autistic and many said 'me too', or 'I'm dyslexic, or 'I've got adhd'. I have no doubt that the affirmation he got from this was huge. I wish more of society were as neuro affirming.

His current school have been wonderful and we remain indebted to the professionals who have continually gone above and beyond to support our son. Comment of a parent communicating with secondary school

I am as always grateful to have your understanding and support

... words can't express how grateful we are: you changed our lives. You scoped A up, and we saw him go from a fearful sad boy who hated school to someone that does not want the summer holidays to start! We did not think this was possible. Thank you. Your flexibility, warmth and love have enabled him to thrive ...

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should make an appointment with the class teacher, Head Teacher and/or SENDCo. See the SEND Policy at www.boskenwyn.corwall.sch.uk

This year we received one complaint with regard to SEND support and provision.

We would always recommend that you speak to your child's class teacher with any concerns in the first instance, but other people you may wish to contact are:

Headteacher	Safeguarding team	Special Educational Needs Co-ordinator	SEND Governor	Mental Health and Well Being Lead	EYFS Teacher
Miss Paula Blackburn	Miss Paula Blackburn Mr Lewis Hemsley Mrs Angie Larcombe	Mrs Angie Larcombe	Lucy Yeomans	Mrs Angie Larcombe	Mr James Watson Mr Harry Lawrence

Special Educational Needs
Policy
www.boskenwyn.cornwall.sch.uk




Equal Opportunities and Anti-
Discriminatory Policy
www.boskenwyn.cornwall.sch.uk

Equality Act & Accessibility Plan
www.boskenwyn.cornwall.sch.uk

This SEN Information Report and School Offer has been written in accordance with the above Acts and policy documentation, and further related policy and documentation is available on the school website




This is the Boskenwyn school offer, which contributes to the Local Authority Offer which can be found at www.cornwallfisdirectory.org.uk
This document details the levels of support we offer to meet needs of all children, for children with some additional needs, and for individuals whose needs are greater ...

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all students are valued • Regular questionnaires gather opinion about a range of things in school, subjects etc and inform development for subject leaders and senior leaders • Student voice is heard through School Parliament • Small classes provide opportunity for regular discussion • Encouragement of all learners to share their 	<ul style="list-style-type: none"> • Students with SEND are included and valued • Small group consultation opportunities are given to encourage all to contribute • Mixed grouping support children's confidence to use their voices, listening is modelled and collaborative social interaction is promoted • Social communication groups to support children in collaborative verbal interaction, turn taking, developing listening skills and social expectation • Over learning and preparation to allow 	<ul style="list-style-type: none"> • Student voice is an integral part of SEND reviews and all meetings - children are invited to meetings – EHCP Review, ASD review, Child in Care meetings etc • Nomination of a child's advocate for those children with complex and/or care needs • Close working with speech, language and communication Needs team • Assisted technology to ensure those children with communication needs can be heard, including devices for deafness




<p>views – verbally, by showing, sharing, working collaboratively, presenting etc</p> <ul style="list-style-type: none"> • Regular Circle Time/ PSHE activities • After school clubs requested by children and support small group social and emotional development • Pupil conferencing for academic, social and emotional development • Inquiry based learning enables strong agency in learning • Debate in learning and age appropriate contexts relating to their experiences and their world • Trauma and Mental Health Informed School training (TIS) is embedded, to promote awareness of behaviour as a communication of need, along with strategies to support children with mental health difficulties in a nurturing way, supported by PACE practices. • Child voice is seen in choice around class eg., zones of trust • Autism Champion to advocate and give voice for children and parents on the Spectrum • ‘open door’ policy where possible, at point of need for families • Communication via seesaw • ‘I wish my teacher knew....’ opportunities throughout the year • All children are able to access physical, sensory and brain breaks at point of need • Staff use language to support openness and reflection - ‘How can I help you?’ ‘What would you like me to do?’ 	<p>individuals to respond and be included</p> <ul style="list-style-type: none"> • Staff use language that offers lower demand and openness for children to have a go ‘I wonder if ...’ 	<ul style="list-style-type: none"> • Use of Augmentative and Alternative communication systems, visuals, Makaton etc • Mental and emotional support via coaching, talking and drawing therapy, TIS approaches, individual provision/talking slots • Transition passports, sensory passports, learning passports, produced with the children where possible • Opportunity to revisit difficulty with trusted adult/mentor • SENDCo ‘drop ins’ with individual children daily/twice weekly as arranged with the child to ensure child’s voice is heard, difficulties shared and addressed • Visiting professionals seek children’s views in considering needs and provisions/next steps
---	--	---

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All parents and carers are actively encouraged to work in partnership with school. • Topic webs and parent meetings support engagement of pupils, parents and teachers in the learning every term • Friends of Boskenwyn School (FOBS) support children, staff and offer a welcome to all parents and carers • There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements. • Parent/child/teacher workshops to support shared understanding of strategies, methods and approaches in learning • Staff and parents work together to discuss and tease out difficulties – the child's needs are considered in an holistic way • Regular progress communications or meetings are held with the class teacher but staff are happy to talk to parents and carers at other times throughout the year – we have an 'open door policy' where possible, at the point of need • See Saw electronic learning platform is used to support daily communication and promote parental involvement in learning • Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise. • SENCo is available by appointments and for meetings • Annual end of year reports are sent home. 	<ul style="list-style-type: none"> • Individualised home school communication book or email • Termly progress communications or meetings • Families are encouraged to attend information sessions relevant to parenting skills, supporting children with homework etc. • Possibility of parent support via the Onward referral for parental support eg family support via the Early Help Hub or Family Group Conference • Possibility of involvement of Educational Mental Health Practitioner • Signposting to external support and provisions managed by others eg Parent Carers Cornwall, including profiling with the Neurodevelopmental tool • Parental preferences always sought regarding lead professional 	<ul style="list-style-type: none"> • Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child • Daily paper or email communication supports day to day understanding and sharing • Parents/carers views are an integral part of any SEND reviews and meetings. • Parents/carers are offered support with any parental contribution toward referral processes and with accessing and collating documentation as required. • Support of SENDCo for understanding of professional's documents and recommendations • Parent/carers are encouraged to access support from outside of school via the Family Information Service, supported by the school SENDCo if an assessment by the Local Authority is undertaken. • Email contact between parent/carer and teacher/SENDCo • Help for families to seek support from other agencies by sign-posting and helping with routes and paperwork • School linked Primary Mental Health Practitioner • Support encouraged via Parent Carer Council etc • Close working between parents, school and outside professionals for shared understanding and to coordinate next steps • Early Help TAC meetings and school-based




<ul style="list-style-type: none"> • Regular weekly communication via the newsletter of any SEND specific training for parents or parenting help. • Weekly communications for the Head • Parent Governor Meetings to promote parental voice and mutual support • FOBSs parent group Facebook communication and source of day to day information and changes • Parent/carers volunteers for reading with children, work teams around school, minibus driving etc • Strong Pastoral support and communication • Websites and newsletters, useful items relating to SEN/opportunities for children and families communicated • Involvement of family support workers for signposting parental support and to hold occasional 'parental drop in sessions' • Parents made aware of Educational Mental Health Practitioner • 'Supporting Parents and Children Emotionally' is signposted to families, as well as other parent courses • Parent toolkits on the school website to support with areas of difficulty • Parental learning is offered – some free online opportunities eg knowledge of phonics • School sends induction packs to all new families and a trauma letter, inviting parents to share any adverse childhood experience that may enable staff to support children fully and appropriately • Strong and approachable Governing Body • Positive behaviour and Relational policy • Anti bullying policy 		<p>TAC meetings to support coordination of needs/provision</p> <ul style="list-style-type: none"> • Neurodevelopmental Profile discussions • Discussion of temporary reduced timetable to support needs on a short term basis
---	--	---

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure all children are included. • A broad and balanced curriculum providing consistent and high quality learning for all pupils • A progressive curriculum offering opportunity to widen experience, develop life skills, raise self-esteem, raise aspiration and support well-being • In maths, we move from concrete, to pictorial, to abstract concepts which supports number fluency and growing complexity in problem solving and reasoning ability • In reading we use Read Write Inc to establish a good phonics base for developing fluency, comprehension and a love of reading • In writing, we focus on a broad range of text types to explore the craft of writing and develop our own unique styles within the genres • Staff strive to follow learners preferences, scaffolding and supporting cognitive concepts to ensure learning is meaningful to lived experiences, and context relevant • Topic webs are provided for pupils and parents at the beginning of each term • Children's interests and suggestions are built into the two year rolling programme. • All children have access to the curriculum with reasonable adjustments made as required. • Metacognition is a cornerstone of our learning 	<ul style="list-style-type: none"> • Children access curriculum enrichment opportunities. • Nurture and well-being/SEMH provision • Intervention packages are needs-led and are adapted to meet the needs of individuals and groups of children – academic, social and emotional • Intervention tracking monitors progress of those children at risk of making less than expected progress. <p>Small group intervention includes:</p> <ul style="list-style-type: none"> ▪ phonics ▪ reading comprehension ▪ spelling ▪ numeracy ▪ fine motor skills/handwriting ▪ speech and language ▪ social communication ▪ social and emotional development ▪ Anxiety ▪ keyboard skills ▪ coordination and physical 	<ul style="list-style-type: none"> • Children with SEND can access the curriculum with adult support or modification as appropriate. • Specialist advice is sought and recommended equipment and resources are used as directed to ensure access eg physical therapy, resources to support writing • Children's interests and strengths are used to encourage engagement in their learning • In exceptional circumstances children can be dis-applied from some aspects of the curriculum. This must be agreed by all involved and only after all other means of ensuring safety for inclusion have been exhausted • Individual curricula are implemented to address the needs of individuals where applicable eg complex SEN, SEMH needs • Awareness of sensory needs of children and adaptation of environment and activities to accommodate • Onward referral for specific help eg ASD casework • Non-school based alternative provisions may occasionally be sought for individual children's needs – these are most likely to relate to social, emotional or mental health needs or physical or sensory needs • For some children, therapeutic work will be needed and will be accessed from non-

<p>and supports independence and creative thinking</p> <ul style="list-style-type: none"> • Barriers to achievement are identified early to allow effective provision to be put in place. • We value and promote trips, visits and enrichment activities to enhance our children's interest and engagement in their learning • Inquiry based approach to topic work and some other areas of the curriculum offering some freedom in the children's learning whilst supporting their developing independence and differing learning styles • Value is placed on all ways of learning and all ways of showing learning • Children experience as much practical and hands-on learning as possible • Continuing professional development including research for enhancing teaching and learning, visits and immersion, supporting focus on educational improvement • All reasonable adjustments are made for inclusive engagement • Wellbeing supports are part of the learning day – sensory, brain and physical breaks are encouraged for all children • Emotionally available and nurturing adults support all children in their learning 		<p>school based professionals</p> <ul style="list-style-type: none"> • Use of specialist or individual resources eg ICT, physical supports and adaptations to enable inclusion • Pre-teaching and prior familiarisation with resources, may enable more engagement with curricular concepts • Some children may require scribes, extended time for assessments and tests, to ensure they are not disadvantaged by test restraints • School-based management of Alternative Provision and bespoke timetables for those children unable to attend school full time
---	--	--


4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Well planned lessons with differentiated and success criteria activities, resourcing and outcomes • Challenge in learning and 'mistakes are where 	<ul style="list-style-type: none"> • Assess, Plan, Do, Review process to support graduated approach for strong learning and to support self-esteem • Teachers and Support staff work in 	<ul style="list-style-type: none"> • Use of Assess, Plan, Do, Review process to support collation of evidence for statutory assessment • EHCP plans will be supported with intensive

<p>the learning is'</p> <ul style="list-style-type: none"> • Learning is linked, drawing on previous learning, retrieve and recall are integral to all learning for application in new contexts • Dyslexia friendly approaches and resourcing to support specific learning difficulties • Visual to support learning readiness, independence, memory, chunking tasks etc • Variety of ways to show learning • Collaborative learning • Teaching staff facilitate Inquiry based and problem finding/solving, where children are encouraged to take control of their learning • Multi-disciplinary learning which makes learning contextually relevant and meaningful/connected • Multi-sensory learning • Needs led in-class TA support • As multi-sensory as possible • In-class targeted teacher support as required. • Access to visual aids and modelling • Whole class visuals such as timetables • Use of writing frames – paper and electronic to support ict skill development and support children's cognitive and executive skills • Access to ICT – search engines, See Saw, Google Classroom, IWB • High level questioning, open questioning to provoke deeper engagement • Use of provocations and problems to hook children and encourage deeper engagement • Effective feedback face to face and through marking • Understanding of preferred learning styles • Alternative ways of recoding are used • Use of writing/information gathering frames to scaffold learners toward independence. • Effective challenge by use of varied pitch and pace 	<p>partnership, sharing information to ensure provision is effective and targeted appropriately.</p> <ul style="list-style-type: none"> • Access to needs-led small group intervention for reinforcement of concepts requiring overlearning and/or pre-teaching of new concepts. • Regular adult 'drop ins' to promote safety and independence in learning • Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. • Access to technology such as Talking Tins, laptops, IPAD, touch-screen ICT, dictation and playback word processing and research options to support dyslexic need, to ensure children are fully included, engaged and able to produce a piece of work reflecting their knowledge and understanding • Nurture/SEMH provisions, providing support for social and emotional development • Test concessions • Provision of supporting resources eg reading screens, ear defenders, writing slope etc • Use of games, ict, interventions and drip-feed sessions for key skills • Provision for sensory calming, de-escalation – dark den, fidget toys, weighted toys and other sensory provision • Emotionally available adults to support with difficulty and next steps in learning 	<p>support alongside fostering of independence, according to the needs of the child and capacity of the class</p> <ul style="list-style-type: none"> • Intensive support for children without EHCP plans is provided where possible or in small groups • Personalised and highly differentiated work is provided to enable independent learning and to support developmental need and safety of the child • Learning discussions between children, parents and staff • Advice from specialist teacher or outside agency eg Educational Psychologist, ASD team, SLCN team • Individual targeted teaching following specific programmes eg Talking Maths, RWI • Test concessions. • Specific training for staff eg 'colourful semantics', Information carrying words training, relating to SLCN plan • Access to sensory areas and brain breaks, heavy work • Assessment of social and emotional difficulties as well barriers to academic learning, and other comorbidity • Enhancement of learning environments to provide for sensory needs – dark dens, light/water tubes, calming areas with less sensory stimulation, garden area • Sensory circuits and breaks, and movement breaks built into learning sequence as part of a child's school day/learning readiness • Liaison with private tutors chosen by families and possible use of alternative provisions to meet children's needs eg forest school • Coordination of bespoke learning packages with alternative providers, until specialist provision is secured
---	--	---




<ul style="list-style-type: none"> • Hands-on and real-life experience • Outdoor learning • Embedded 'Learner profiles' which support development of effective attributes for learning and life • Support of learners as individuals and progress and attainment as personal goals • Staff have understanding of difficulties impacting learning – sensory, physical and cognitive needs and support children to be proactive in these areas • Sensory and movement breaks available for all children as needed • Staff awareness of the impact of environmental factors that impinge on children's capacity to learn well • Staff are enthusiastic and model a love of learning and enjoyment 		<ul style="list-style-type: none"> • Bespoke medical training for staff to support complex physical needs
--	--	--

5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • High expectations for all pupils • Provision of suitable environment and resources to promote independent learning • Good modelling by adults and peers • Opportunity for pupils to work independently and collaboratively • Self-peer assessment • Sensitive tracking by additional adults in class • Embedded 'Learner profiles' which support development of effective attributes for learning and life 	<ul style="list-style-type: none"> • Needs led adult support • Visual prompts to encourage independent self- help skills • Personalised equipment • Support for independence, not reliance • Verbal adult cues and prompts to support decision making, recognition of needs and develop self-understanding • Intervention to support self-help and independence eg Fun fit, speed up handwriting • Social skills groups to develop inclusion 	<ul style="list-style-type: none"> • Additional adult support is used to help the child identify what help they need and provide strategies to empower them and promote their independence. • Provision of adaptive and specialist equipment eg caring cutlery, adapted chair • Individual resources to support independence eg dyslexia supports, physical supports • Necessary adaptations to environment • Personalised task boards /timetables • Personalised visuals eg timers, traffic

<ul style="list-style-type: none"> • The 4 Bs (brain, board, book, buddy) • Class visuals for all children eg timetable • Inquiry based topic work – children have ownership and agency • Working walls and floor books support children in accessing cues and reminders independently • Use of metacognition to make learning explicit, alongside discussion of an individual's strengths, help children to become independent with self-understanding, able to make decisions about what they need or how to do things • School camp and other enriching and resilience building opportunities throughout the year • School Parliament and cultural involvement key to development of self-help and independence • Makaton in use across EYFS class • Class based resources for all to use – ear defenders, dyslexia resources, concrete maths resources, and choice in use • Collaborative learning and group work 	<p>and independence in social interaction – skill and strategy building</p>	<p>lights etc</p> <ul style="list-style-type: none"> • Individual Care Plan respecting the child's privacy and dignity eg intimate care plans • SLT plans and communication support plan implementation • Medical plans • Speech, Language and Communication Needs plans • Specialist equipment eg walkers and mobility aids • Enabling environments and support to know where and how to access learning for those with visual and mobility difficulties
---	---	---




6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • Vulnerability of children with additional needs is explicitly understood and monitored • Safeguarding a priority – My Concern electronic platform is used to coordinate information and keep children safe • Designated Safeguarding Lead and Cover 	<ul style="list-style-type: none"> • Action taken to ensure children can access relevant opportunities for curriculum enrichment, and other opportunities to support wellbeing • Small group provision - Lego therapy to support children in need of social and 	<ul style="list-style-type: none"> • School works closely with a range of outside agencies and contributes to meetings, action plans and reviews • Access to specialist support from agencies eg Penhaligan's Friends for Bereavement and Loss Counselling

<ul style="list-style-type: none"> • Designated Children in Care teacher • Mental health and wellbeing policy in place, along with protocol for support pathways for staff • TIS trained SENCo, and other staff have knowledge and understanding of positive relational approaches that support all children's needs, and are of particular importance for children who have experienced trauma • Staff trained in Emotional First Aid, Bereavement and Mental Health difficulties in school – SENDCo is Bereavement Champion • SENCo/Designated teacher has undertaken Senior Mental Health Lead training • Embedding of whole school approach to Mental Health and Wellbeing following further training undertaken by SENCo • Positive behaviour and Relational policy • Anti-bullying policy • PACE approaches used across school • All children access PHSE, in taught sessions, daily classroom life and at point of need • Trauma and Mental Health Informed Schools training, for all staff to assist children at early stages of difficulty • Close working with Education Mental Health Practitioner, to support family difficulty, and in signposting to SPACE (Supporting Parents and Children Emotionally) and other courses • Support for families available through Family Information Service (FIS) and family support worker links • All children access PHSE, in taught sessions, daily classroom life and at point of need • Collaboration with school nursing team • Peer support is encouraged • Teacher for mentoring, coaching • All necessary risk assessments are in place. 	<p>emotional development</p> <ul style="list-style-type: none"> • Small group provision – 'You are a social Detective' and 'Zones of Regulation' to help with social understanding and skill development • Small group provision - 'You are a superhero called self-control' CBT for children around anger • Small group intervention/1:1 – 'Starving the Anxiety Gremlin' CBT for children around anxiety • Drawing and Talking group sessions • Lego therapy for skill development leading to increased relational understanding and well-being • All mental health interventions are informed by research-based studies and neurodivergent approaches and incorporate trauma-informed research • 'SPACE' program 'supporting parents and children emotionally is signposted • Support of Education Mental Health Practitioner, small group intervention for some mental health and relational difficulty • Support of vulnerable families in pastoral ways eg food bank Christmas hampers 	<ul style="list-style-type: none"> • Referral to CAMHs, ASD casework team etc to secure additional help • Use of Bloom process to support children • Students with specific medical conditions have individual health care plans and specific key workers to assist them • Individual adult mentor • Emotional support via coaching, Drawing and Talking therapy, TIS and nurture provision • Meet and Greet • Support of Educational Mental Health Practitioner, including 1:1 work, using cbt based therapies • Educational Psychology advice for individual children • Research-based interventions based on psychoeducation principles • CBT based support for use 1:1 • Consideration of reduced timetable, as part of a short-term school-based package to support need • Risk Assessment, Behaviour Modification and Pastoral Support Plans to help us to meet children's needs in safety • Close working with outside agencies to support individual need eg school nurse team, ASD casework, SLCN team • Consideration of alternative provisions such as Dreadnought, WAVE Project, to support wellbeing • Consideration of Therapeutic input – family therapy, play therapy • Engagement with BLOOM process • 1:1 pastoral sessions for families • 1:1 work with children for self-esteem, self-awareness, self-regulation, social skills • School-based assessment for emotional difficulty/Trauma which can provide a picture
---	---	--




<ul style="list-style-type: none"> • Appropriate child protection training including E Safety training has been undertaken by designated child protection officer and other relevant staff. • Safeguarding information clearly displayed • Safeguarding information/who to contact distributed to parents via newsletter • Safeguarding is on staff meeting agenda weekly • School promotes healthy life style/living through healthy food/snacks, physical activity, growing, keeping yourself safe etc • RSHE • Access to outside space • Access to Breakfast Club and after school care and Clubs – sports, cookery etc • Sharing information and opportunity for promotion of well-being and mental health via newsletters/emails/social media 		<p>of change over time and informs what children need</p> <ul style="list-style-type: none"> • Signposting for family support and Early support • Unstructured time (playtime and lunchtime) adaptations to support children's well being • Use of PINS (Partnership for Inclusion of Neurodiversity in Schools) to support Neurodiverse learners
---	--	--

7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • Opportunities for all children to mix across all age ranges. • Opportunities for children to interact with Boskenwyn school children for performances, sports and curricular enrichment days eg performances at local venues, sailing • Opportunity for individual and group discussion 	<ul style="list-style-type: none"> • Small group activities such as Circle time • Small group social skills groups – lego therapy, Zones of regulation and other interventions, to support skills for interact with others • Nurture • Enrichment activities linked to other local schools eg higher level maths • Sporting opportunities shared with other 	<ul style="list-style-type: none"> • Individual adult support provided to encourage collaborative activities • Individual support and/or specific arrangements to enable inclusion in clubs • Use of social stories with individual children to promote social skills. • Use of comic strip cartoon, social story and scripting with children with Autism to explore social interaction/reaction

<ul style="list-style-type: none"> • PSHE curriculum embeds social learning, challenge and voice • Collaborative working during learning • Extra-curricular opportunities including after school clubs, sailing, surfing etc • All reasonable endeavours are taken to ensure all children can access visits and residential trips. • Children develop a sense of place and belonging in school as part of a class and team • School works in partnerships with other schools. • School Parliament • School events eg Christmas fair, summer fair, fund raising, open days • Performance opportunities at Christmas and Summer term production • Community events eg Mazey Day, Gweek Christmas light switch on, harvest festival. • Involvement of parents, friends and staff in school-based social events eg seasonal festivals and fairs • Pastoral support for all families • Friends of Boskenwyn School (FOBS) • Parent Cafes – Neurodiversity, regular coffee and cake meetings with Head 	<p>schools eg Cross-country, surfing and sailing</p> <ul style="list-style-type: none"> • National schools competitions eg electronic car challenge • Involvement with parents, friends and staff in community-based events • Secondary transition preparation for Y6 children • Support at point of need for friendship difficulties 	<ul style="list-style-type: none"> • Supported opportunities to be involved with community events and events at school • Enhanced transition at Y6 for children with additional needs moving onto Secondary • Transition passports and transition documents to flag up difficulty and promote social inclusion • In-school social skills provision, including scaling to help children recognise, gauge and adopt strategies for emotional regulation/social understanding • Pre-preparation for change and expected behaviours/outcomes • Inclusion in camp, trips and visits • Inclusion in swimming and other sporting events including surfing, cross-country etc • Mediating adult to support at point of need • Referral to out-side agencies for support eg ASD Casework team, Educational Psychologist, CAMHs • Involvement with PINS (Partnership for Inclusion of Neurodiversity in School)
--	---	---




8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • Provision of a safe environment where difficulty 	<p>All part of universal offer</p>	<ul style="list-style-type: none"> • Specialist equipment to enable children to

<p>and inappropriate interaction is dealt with quickly & effectively</p> <ul style="list-style-type: none"> • Named Health and Safety Governor who undertakes regular audits and checks. • Learning walks and teacher peer review/collaboration to improve environment and learning environment • Ongoing consideration of environments capacity to support changing needs of children • Access for children with disability/mobility difficulties – ramps and other adaptations for barrier to access, and adult support for steps for obstacles that present a challenge • Positive, child friendly learning environment with excellent outdoor space for each of our classes • Emphasis on rewarding good behaviour with clear sanctions used consistently, with PACE approach • Children understand need to be safe in school and move around in considerate and safe manner • Class rules are drawn up each year by each class, considering behaviours for learning and safety • Outdoor play equipment designed to encourage active play and social interaction • Use of local environments with on-going risk assessment • Ambient lighting used in school to reduce visual stress/sensitivity • Calm, uncluttered classes promote sensory comfort • Sensory aware classrooms • All staff trained in Trauma Informed School practice, most in 'Emotion Coaching', with increased understanding of 'triggers' and impact of over-load, behaviour is seen as a communication of need • Increased focus on sensory and emotional regulation provision – brain breaks, physical and sensory breaks eg heavy work etc 	<p>Small group intervention to enhance children's learning and development eg fun fit</p>	<p>be independent</p> <ul style="list-style-type: none"> • Advice followed from specialist teachers/Occupational Therapist for children with sensory/physical needs. • Sensory areas and resources to scaffold toward self-management of need • Movement and brain breaks scheduled as part of learning and child able to take as needed • Awareness building with individual input for sensory awareness and scaling, to help children recognise, and manage with appropriate strategies • Support of sensory integration plans • SLCN plans supported to enable communication to be meaningful for safety and a positive learning environment • Awareness and preparation for change in the environment, especially for neurodivergent individuals and those for whom sense of safety is fragile • Adaptations for visual impairment to aid navigation of environment/learning • Adaptations for smooth wheel-chair access in KS1 • Adapted toilet facilities in KS1
--	---	--

<ul style="list-style-type: none"> • Use of Yoga, bi-lateral challenges and Go Noodle to address whole body learning • Adult cueing and prompting, for unregistered need for cognitive, physical or sensory break to enable children to remain learning ready and the environment safe and positive • On-going development of school environments, to provide areas for learning/play that enhance children's wellbeing • Access to quiet spaces outside, in unstructured time and during class learning time • Alternative arrangements for unstructured times • Playground is loosely 'zoned' to enable all children to play freely, choosing what and where they want to be, with adult supported risk assessment to keep themselves safe 		
--	--	--

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • Comprehensive transition arrangements in place for entry from EYFS to KS1 and from KS1 to KS2 • Secondary transition arrangements for Y6 supported, including year group visits to the secondary in the Autumn term, visits by staff in the summer term • Transfer of all records between classes and settings, including discussions of children's needs • Timetabled meetings for focussed conversation between class teachers • In-house transition day/s • Pupil conferencing at point of transition if 	<ul style="list-style-type: none"> • Small group enhanced transition, especially for those children feeling anxious • Record transfer and discussion with next school • Parents/carers offered support ahead of selection of secondary placement. • Staff training regarding ASD transition 	<ul style="list-style-type: none"> • Individual and supported enhanced transition including additional visits, visuals, maps of school, meet and greet, key adults established • Early contact with feeder nursery settings, staff visits to see child in their nursery, initiation of contact with professionals involved, attendance of TAC meetings in preparation for transition of child into school • Highly individual communication pupil Transition passports including photographs etc. • Y5 EHCP review considers secondary

<p>needed</p> <ul style="list-style-type: none"> Fully logged transfer of SEND and other records to new schools, usually by hand SENCo or new class teacher will make contact from child's previous school within a week if contact hasn't been made previously Parents meetings are held in the Autumn term to review how children are doing 		<p>placement</p> <ul style="list-style-type: none"> Secondary school staff are invited to year 5 and year 6 annual reviews Enhanced work toward secondary transfer with children with ASC Enhanced Transition arrangements for children with additional needs including additional visits to receiving school Provision detailed in Individual Provision Maps bridge into next class in Autumn term Close work with families transitioning to Boskenwyn from other parts of the country – photos of setting and people sent to new families for children to prepare before arrival
--	--	---

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
SENDIAS	Family Information Service	https://cornwallsendiass.org.uk/
Parent Carers Cornwall	Support for parents of children with additional needs and disability, by parents who have shared experience	Parent Carers Cornwall
Neurodevelopmental Profiling Tool	Neurodevelopmental Profiling Tool and advice is hosted by Parent Carers Cornwall site	Neurodiversity Profiling Tool – Parent Carers Cornwall
Partnership for Inclusion of Neurodiversity in Schools (PINS)	Support Schools in supporting neurodiverse individuals to thrive in school, hosted by Parent Carers Cornwall site	PINS Project - Parent Carers Cornwall

Early Help Hub	Advice and referral hub for many avenues to support SEND, triage for referrals needing a range of out-side agency help.	earlyhelphub@cornwall.gov.uk
Early Help	Advice and help for struggling families as part of a multi-agency approach. Referral process via Early Help Hub 'Team Around the Child' (TAC) meetings may be established	Early help - Cornwall Council
Early Support	Advice and help for children and families who live with disability, as part of a multi-agency approach. Referral process via Early Help Hub	Early Support Care and Support in Cornwall
Early Years Inclusion	Advice for intervention for children in nursery and reception year	https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/send-in-the-early-years/eyservice@cornwall.gov.uk
Speech and Language Therapy	Initial triage via phone or email	01208 256262 for speech and language https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/ 01208 834488 for eating and drinking
Communication Support Service	Support with significant communication needs	Communication Support Team - Cornwall Council
Sensory Support Service	Advisory teachers Specialist teaching and support for vision and hearing support	sensorysupportservice@cornwall.gov.uk 01726 226882
Educational Psychology Service (West Cornwall)	Educational Psychologist available for statutory work linked to Local Authority assessment and support in school, when they have capacity	Educational Psychology - Cornwall Council
School Nurse Team	School Nurse Team available to help families with health care needs and offer advice and training to schools and support with children's	Health Visiting and School Nursing hvsnadvice@cornwall.gov.uk

	care plans, signposting to training for staff	
Physical and Medical Needs Advisory Service	Assessment, advice and resourcing for physical and medical needs, assessment for sensory processing	Physical disability or medical needs - Cornwall Council
Occupational Therapy	Advice for physical disability and therapy plans for sensory and physical difficulties	Cornwall Council - Occupational Therapy Service (Children and Young People) Care and Support in Cornwall
CAMHS	Specialist clinicians available to support schools and families with mental health needs of children	Child and Adolescent Mental Health Service (CAMHS) Cornwall Partnership NHS Foundation Trust (cornwallft.nhs.uk)
Neurodevelopmental Assessment Team	Specialist clinicians support schools and families with ASD, ADHD and related neurodevelopmental difficulty	Neurodevelopmental assessment team Cornwall Partnership NHS Foundation Trust (cornwallft.nhs.uk)
Autism Spectrum Casework Team	Once a diagnosis of Autism has been made, referral to the ASD Team may be able support children in school and home.	Autism Spectrum Team - Cornwall Council
Education Mental Health Practitioner	CAMHS related service for schools, supporting children who do not meet CAMHS criteria, but have mental health and wellbeing needs	Mental Health Support Team (MHST) Info for Parent/Carers : Headstart Kernow Boskenwyn's practitioner is Sarah
Bloom	Many mental health and wellbeing difficulties, may not meet the criteria for CAMHS, but when support is needed, 'Bloom' offers a multi-agency approach to facilitating support in and by the child's community	Online referral 01208 834575 for more information
CLEAR	Support and counselling for children who have experienced abuse and trauma	CLEAR - Emotional Trauma & Therapy Specialists - CLEAR (clearsupport.net)
Family Support Workers	Parenting support Signposting	Parenting - Cornwall Council
Penhalligon's Friends	Offers bereavement support for young people, children & their families	www.penhaligonsfriends.org.uk

Headstart Kernow	Cornwall's mental health and wellbeing hub Offering support and cpd to schools and lots of information for parents too	Home : Headstart Kernow
Alternative Provisions	There is a variety of alternative, non-school based provisions that we may use from time to time to meet particular additional needs, but these are only considered in exceptional circumstances	For example: Dreadnought Wave Project BF Adventure Children's sailing Trust

Glossary of Terms

ASC/ASD	Autistic Spectrum Condition/Autistic Spectrum Disorder
PINS	Partnership for Inclusion of Neurodiversity in Schools
CAMHs	Children and Adolescent Mental Health Team
EMHP	Education Mental Health Practitioner
EHCP	Education, Health, Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
KS1 and KS2	KS1 children up to and including Y2, KS - Y3 - 6
ILP	Individual Learning Plan
SEND	Special Educational Needs and Disability
SENDCo/SENCo	Special Educational Needs and Disability Coordinator
TIS	Trauma Informed School
PACE	Playfulness, Acceptance, Curiosity and Empathy
ACE	Adverse Childhood Experience
SEMH	Social, Emotional, Mental Health
SLCN	Speech, Language and Communication Needs

TA	Teaching Assistant
PSHE	Personal, Social and Health Education
RHSE	Relationship, Health and Sex Education
FOBS	Friends of Boskenwyn School