Boskenwyn School's Local Offer
for Special Educational Needs and Disability (SEND)
(Agreed by staff and Governors, October 2026

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

Boskenwyn Primary is a small village school, federated with Germoe. We are an inclusive school that understands relationship, belonging and wellbeing are key to happy and successful learners. We foster kindness, individuality and value difference. Staff support children to build respect for others', and develop resilience and adaptability for learning and for life. We are a Trauma Informed School and our practice provides a nurturing environment where children feel safe, have agency and can develop academically, socially and emotionally.

We work closely with children and parent/carers, to build a strong holistic understanding of the child, and family's needs. Early identification of difficulty is key and we seek to meet needs relating to:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

We also work closely with other services, to seek advice, recommendation, support and further assessment.

Please visit the SEN Information Report, linked below, for more information about SEND at Boskenwyn School

Headteacher	Safeguarding Team	Special Educational Needs Co-ordinator	Designated teacher for children in care	SEND Governor	Mental Health and Well Being Lead	EYFS Teacher
Miss Paula Blackburn	Paula Blackburn Lewis Hemsley Angie Larcombe	Angie Larcombe	Angie Larcombe	Lucy Yeomans	Angie Larcombe	James Watson Harry Lawrence

SEND Policy

SEN Information Report

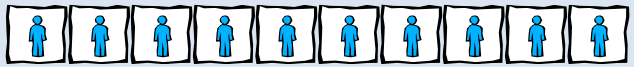
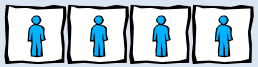
Equality Act & Accessibility Plan

Boskenwyn 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

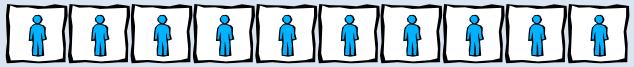
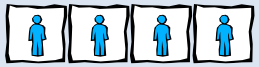
This document details the levels of support we offer to meet needs of all children, for children with some additional needs, and for individuals whose needs are greater …

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 
• 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 views – verbally, by showing, sharing, working collaboratively, presenting etc • 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.,	• 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 individuals to respond and be included • Staff use language that offers lower demand and openness for children to have a go 'I wonder if …'	• 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 • 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

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?'		

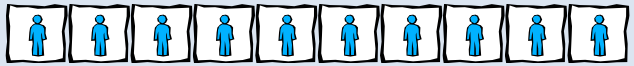
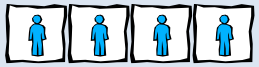
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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	• 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	• 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

• 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. • 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/carer 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	Neurodevelopmental tool • Parental preferences always sought regarding lead professional	• 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 TAC meetings to support coordination of needs/provision • Neurodevelopmental Profile discussions • Discussion of temporary reduced timetable to support needs on a short term basis

• '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		

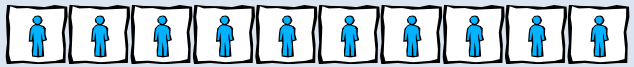
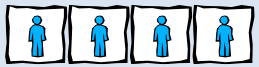
3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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	• 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. Small group intervention includes: ▪ phonics ▪ reading comprehension ▪ spelling	• 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

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 and supports independence and creative thinking • 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	▪ numeracy ▪ fine motor skills/handwriting ▪ speech and language ▪ social communication ▪ social and emotional development ▪ Anxiety ▪ keyboard skills ▪ coordination and physical	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-school based professionals • 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

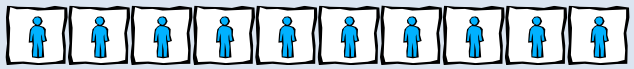
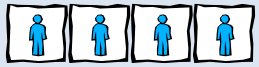
• Wellbeing supports are part of the learning day – sensory, brain and physical breaks are encouraged for all children • Emotionally available and nurturing adults support all children in their learning		

4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Well planned lessons with differentiated and success criteria activities, resourcing and outcomes • Challenge in learning and 'mistakes are where the learning is' • 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	• Assess, Plan, Do, Review process to support graduated approach for strong learning and to support self-esteem • Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately. • 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	• Use of Assess, Plan, Do, Review process to support collation of evidence for statutory assessment • EHCP plans will be supported with intensive support alongside fostering of independence, according to the needs of the child and capacity of the class • 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,

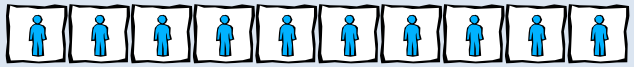
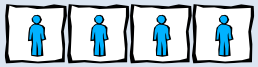
• Use of writing frames – paper and electronic to support ict skill development and support children's cognitive and executive skills • Access to ICT – search engines, See Saw, Google Classroom, IWB • High level questioning, open questioning to provoke deeper engagement • Use of provocations and problems 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 • 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	• 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	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 • 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 
• 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 • 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	• 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 and independence in social interaction – skill and strategy building	• 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 lights etc • 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

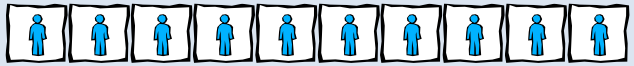
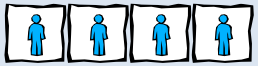
defenders, dyslexia resources, concrete maths resources, and choice in use • Collaborative learning and group work		

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 
• 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 • 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	• 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 emotional development • 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	• 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 • 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

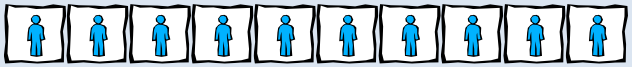
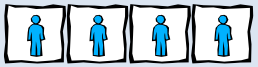
• All children access PHSE, in taught sessions, daily classroom life and at point of need • Trauma and Mental Health Informed Schools training, for all staff to assist children at early stages of difficulty • Close working with Education Mental Health Practitioner, to support family difficulty, and in 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. • 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	• 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 • Therapy dog visit once a week	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 of change over time and informs what children need • 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 
• 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 • 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	• 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 schools eg Cross-country, surfing and sailing • 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	• 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 • 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

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		• Involvement with PINS (Partnership for Inclusion of Neurodiversity in School)

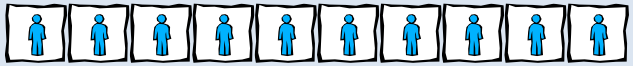
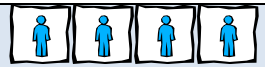
8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Provision of a safe environment where difficulty and inappropriate interaction is dealt with quickly & effectively • 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	All part of universal offer Small group intervention to enhance children's learning and development eg fun fit	• Specialist equipment to enable children to be independent • 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

• 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 • Use of Yoga, bi-lateral challenges and Go Noodle to address whole body learning r • 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		navigation of environment/learning • Adaptations for smooth wheel-chair access in KS1 • Adapted toilet facilities in KS1

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 

		
• 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 needed • 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	• 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	• 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 placement • 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/
Healthier Together **Neurodevelopmental Profiling Tool**	Healthier Together will provide advice, guidance, local care pathways and links to services and organisations. **The Neurodiversity Hub content previously available on the Parent Carers Cornwall website has now moved to the Neurodiversity section of Healthier Together.**	https://www.healthiertogether.nhs.uk Choose your child's age, and scroll down to Neurodiversity link
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, SCIP and Team Around the Child (TAC) | Cornwall Services for Schools
Early Years Inclusion	Advice for intervention for children in nursery and reception year	Early Years Services - Cornwall Council
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	Support with significant	Communication Support Team - Cornwall Council

Service	communication needs	
Sensory Support Service	Advisory teachers Specialist teaching and support for visual and hearing support	Sensory Support Team | Cornwall Services for Schools
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
Multi-Agency Support and Safeguarding Hub (MAASH)	Advice and referral hub for many avenues to support SEND, triage for referrals signposting to a range of out-side agency help	Safeguarding, Support, Advice and Guidance for children, young people and families - Cornwall Council
School Nurse Team	School Nurse Team available to help families with health care needs and offer advice to schools and with children's care plans and training eg use of Epi –pens, toileting etc	Health visiting and school nursing - Cornwall Council
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	Occupational therapy - Cornwall Council
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)

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
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	BLOOM : Headstart Kernow 01208 834575 for more information
Autism 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
CLEAR	Support and counselling for children who have experienced abuse and trauma	CLEAR - Emotional Trauma & Therapy Specialists - CLEAR (clearsupport.net)
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 and needs	For example: Dreadnought Wave Project BF Adventure Children's Sailing Trust Changing Lives Through Horses

Virtual School	Advocates for Looked After Children (LAC) and some responsibilities for Previous Looked After Children (PLAC)	Awenna Virtual School Welcome to Awena Virtual School - Cornwall Council

A glossary of terms relating to SEN

Access Arrangements	Special arrangements to allow pupils with SEND to access assessments or exams
ACE	Adverse Childhood Experience
ADD and ADHD	Attention Deficit Disorder and Attention Deficit Disorder with Hyperactivity
Annual Review	A meeting to review the provision in a pupils EHCP
APDR	The Graduated Approach, of Assess, Plan, Do, Review
Area of Need	The 4 areas of SEND need – Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical
ASD/ASD	Autistic Spectrum Condition/Autistic Spectrum Disorder
CAMHs	Children and Adolescent Mental Health Team
C&I	Communication & Interaction
C&L	Cognition & Learning
Differentiation	The adaptation of approaches, resources and outcomes to meet needs
EHCP	Education, Health, Care Plan is legally binding document which sets out needs and provisions for a child
EHCP Needs Assessment	Also called 'Statutory Assessment', which will establish whether a child's needs should be supported by further funding or different provisions
EMHP	Education Mental Health Practitioner
EPEP	Electronic Personal Education Plan (part of statutory Child Care Plan drawn up for Looked After Children, jointly with the Local Authority)
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
Graduated Approach	The approach to providing SEN support in which the school provides support in successive cycles of assessment, planning, implementing and reviewing (APDR), to help the child progress. Reviews are held at least termly, in conjunction with child (where applicable) and parent/carer

Intervention	A short-term targeted approach to teach a pupil with a specific outcome in mind
IPM	Individual Provision Map
KS1 and KS2	KS1 children up to and including Y2 KS2 – children in Y3 – 6
LAC PLAC	Looked After Child (Local Authority virtual parent) Previously Looked After Child (No longer in Local Authority care)
Local Offer	Information provided by the Local Authority that explains what services and support are on offer for pupils with SEN in the local area
Outcome	Target for improvement for pupils with SEN. These targets will be set out in a child's IMP and may relate to academic and non-academic needs
PACE	Playfulness, Acceptance, Curiosity and Empathy
P&S	Physical and Sensory
PSHE	Personal, Social and Health Education
Reasonable Adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's needs or disability
RSE	Relationship and Sex Education
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCo/SENCo	Special Educational Needs and Disability Coordinator
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND
SEN Information Report	A report that schools must publish on their websites, that explains how the school supports pupils with SEND, for children, parents and carers
SEND Tribunal	A court where an appeal against the local authority's decision about EHC needs assessment or plans, and against discrimination by a school or local authority due to SEND
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
TA	Teaching Assistant
Transition	When a pupil moves between years, phases, schools, institutions or life stages
TIS	Trauma Informed School