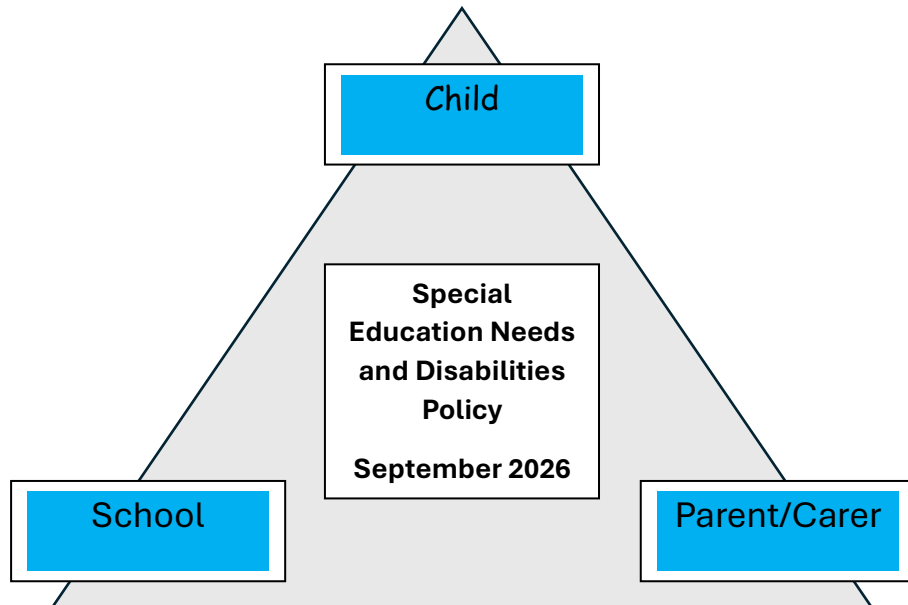




What is SEN or SEND

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What is SEN or SEND?

SEN relates to children with 'Special Educational Needs' and SEND to 'Special Educational Needs and Disability'. Sometimes these needs are referred to as 'additional needs', but all terms are used to describe children who require more support than most children of their chronological age.

- A child has special educational needs if he or she has a learning difficulty or disability which calls for special provision.
- A learning difficulty or disability is a significant greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to and different from that provided within the normal differentiated mainstream curriculum.

Social, Emotional and Mental Health Difficulties often cause reduced capacity in a child's ability to engage, succeed and progress in learning. These difficulties also impact on a child's well-being and their life-chances, and as such are important focuses in education, even though these may not be specific learning barriers in academic terms.

Health care provision or social care provision which is part of a child's developmental need, is treated as special educational provision.

Why do we identify special educational needs?

At Gernoe and Boskenwyn Community Primary Schools we aim to identify the needs of pupils by considering the needs of the whole child. The purpose of identification is to work out what action we need to take. The benefits of early identification are widely recognised- identifying need at the earliest point and then making effective provision improves the long-term outcomes for the child.

The SEN Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had good quality personalised teaching and all reasonable interventions /adjustments.

We recognise the four areas of SEN identified in the [Code of Practice](#) (September 2014)

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, mental and emotional health**
- **Sensory/Physical**

We are also mindful that other factors may impact on progress and attainment that are not SEN, but may require intervention to enable learning to progress:

- Disability (disability alone does not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child, Special Guardianship Orders, Residency Orders
- Attachment difficulties
- Behaviours relating to social, emotional and mental health difficulties

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different areas of learning to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

What is the Federation's aspiration for teaching and learning?

Our beliefs and values around SEN:

Germoe and Boskenwyn Community Primary Schools are fully inclusive settings and we believe all children have an equal right to full and rounded education.

We believe that all children are entitled to **good quality first teaching** and we aim to improve outcomes by having high expectations for all children including those with SEN.

All staff at Germoe and Boskenwyn Community Primary Schools are teachers of children with special educational needs and all believe in a relational approach - the social and emotional needs of all children are central to awareness of child developmental needs, achievement and progress.

Staff support a nurturing ethos whereby mental health and well-being are primary focuses in our work with children and families.

What do we mean by good quality first teaching?

- High expectations for and of all pupils
- Environment and resources to promote independent learning
- Well planned lessons with differentiated learning objectives and success criteria as required
- Visual, Auditory and Kinesthetic learning which draws on sensory and whole-body learning
- Scaffolded inquiry-based learning to encourage children to follow their own interest and lines of inquiry, child agency that supports problem solving
- Building Learning Power and Growth Mindset ethos in school to promote confident, independent, reflective, resilient and resourceful learners

- Reasonable adjustments and well planned SEND provision in class
- Range of effective teaching strategies
- Effective challenge by use of varied pitch and pace
- Good modelling by adults
- High level questioning
- High levels of engagement
- Opportunity for individual and group discussion
- Opportunity for pupils to work independently and collaboratively
- Effective feedback to move pupils on in their learning
- Encouragement and praise to engage and motivate pupils
- Self and peer assessment opportunities
- Well trained additional adults effectively deployed
- Understanding of resourcing to reduce barriers to learning

We also appreciate no matter how good the teaching is, the following aspects need to be understood and embedded if the teaching and learning is to be maximised:

- Sensory aware staff and environments which support sensory need
- Understanding of neurodevelopmental differences and how best to support for inclusion
- Support for social, emotional and mental health difficulty embedded in school, via TIS, Boxall profiling, Emotion Coaching and other emotional and relational approaches
- The impact of lived experience and trauma on a child's development

What do we mean by Equal Opportunities and Inclusion?

We ensure our schools meets the needs of all, taking into account, gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. This relates to our **Equal Opportunities and Anti-Discrimination Policy**.

What are our aims and objectives?

We aim to

- Raise the aspirations of and expectations for all pupils with SEN
- Respond to and respect the views of the child
- Work in partnership with parent/carers
- Hold in awareness, the impact of adverse childhood experiences and the impact on brain development, attachment and behaviour in relation to learning
- Operate a "whole school" approach to the management and provision of support for special educational needs identifying roles and responsibilities of all staff including the SENCo
- Identify SEN and additional needs early
- Create an environment that meets the needs of every child, being mindful of sensory and physical needs

- Enable all children to have full access to all elements of the curriculum through reasonable adjustments
- Ensure a high level of staff expertise to meet pupil need which offers support, advice and training
- To work in partnership with outside agencies and with other settings
- To work within the guidance provided in the Code of Practice 2014

Who do I see if I have concerns about my child's learning or development?

Discussion with your child's class teacher in the first instance, will enable help to be given straight away, and at point of need. Open and honest discussions will help class staff begin to focus on the difficulty or concern you have, and bring their knowledge of your child to the discussion, which will help to form a whole picture of what's going on. Your child's teacher will then be able to plan a way forward to address the concerns.

What if my child's difficulties or needs are not learning or academic in nature?

Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

Arrangements are put in place in school to support pupils at school with medical conditions. We work with parents to produce a Care Plan that is shared with all staff and updated annually or as required. Intimate Care Plans are put in place if required. See our [Intimate Care Policy](#) and [Educating Children with Medical Needs policy](#).

Mental Health Difficulty:

Mental health difficulty has increasingly impacted on our children in recent times. When children's wellbeing is poor, they are not happy and therefore, are less able to thrive, with subsequent impact on their learning. Our schools have responded to support this need.

A range of research-based interventions have been established to support children at point of need, including CBT and psychoeducation (to develop understanding of what is meant by good and poor mental health, and what to do to keep yourself in good mental health, with 'toolkits' to draw on). Some children's needs require more specialist input and both schools

share an [Education Mental Health Practitioners](#) who visits each school on a cycle of alternating terms.

A whole school **Mental Health and Wellbeing Policy** has been developed, along with protocol for supporting children. We have a designated Mental Health and Wellbeing Lead, and our provision continues to develop.

Signposting and support is sought via the Early Help Hub, [Headstart Kernow](#) and the growing mental health lead network in Cornwall, as well as the alternative providers who offer well-being based provisions

Neurodiversity:

Many of our children, and indeed, staff are Neurodiverse. Neurodiversity includes difficulties such as, for example, dyslexia, ADHD, Autism, and sensory processing difficulties. Many neurodiverse traits are interconnected, so difficulties may be complex.

A neurodiverse brain is slightly differently wired to what may be thought of as the average brain, or what is termed 'neurotypical'. These differences challenge our assumption that everyone experiences similar things in similar ways. Inherent to neurodiversity, is the differences in how people process and manage learning, emotions, sensory and whole body systems, relationships and social situations/demand.

As such, an individual with neurodiverse traits may find school very challenging. The depth of this challenge for children in school is gaining more and more recognition, and is heavily linked with masking, anxiety and poor wellbeing for many of children.

At Boskenwyn and Germoe Schools, we strive to meet neurodiverse needs and the knowledge staff have of children and their families is key to supporting them. We can draw on support of the ASD team, and the recently established PINS project, and the Neurodiversity Profiling tool in school - a lot is going on in school to support these areas of need, to address how school can better meet individual needs. A very supportive site for Neurodevelopmental needs is the [Neurodiversity Hub](#), with lots of information and strategies to support, including information about the PINS project.

All children diagnosed with a neurodiverse brain will be on the school's SEN Record of Need. If need is being well met universally in the classroom, there may be no specific individual adjustments necessary. However, it is important the child's needs are recognised, and an individual learning plan will be established to capture this, but may not be 'active' all the time.

Neurodiverse traits will require ongoing focus and support, and can quickly become less easily managed as things change, the child matures, or demands in other areas of life bring further challenge. Awareness and vigilance in school, and team working with the child and family is essential, to ensure the child is as well supported as possible during 'normal' and more difficult times.

Trauma:

Adverse Childhood Experiences impact on a child's capacity to learn, be in relationship with others, cause anxiety and contribute to low levels of mental wellbeing, and can result in the child not feeling safe, even in school. Staff are mindful of a child's lived experiences and how these compromise them being their best selves. It is likely children with these difficulties will be on the SEN Record of Need, and additional supports in place for their learning, social and emotional development.

How will school help my child?

The Graduated Response:

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

Concerns are raised both by school and parents/carers, and sometimes by the child themselves. The child's voice is important – dependent on age, they may be able to articulate their feelings, understanding and worries, and it will be empowering for them, and will ease anxieties if they are part of the problem solving around any difficulty. Initially, the class teacher will meet with the parents/carers to share and discuss concerns, and to ascertain any contextual factors. Parents are involved in a consistent and positive way throughout and the child is supported through a team approach.

When any concern is initially identified, it is the responsibility of the class teacher to take steps to address the difficulty. **Intervention** programmes may be put in place. Concerns will be discussed with the SENCo and other relevant staff. The child will be recorded as "On Alert", on the school's SEN Record of Need.

If a child does not make **adequate progress** once they have had good quality personalised teaching and all the interventions and reasonable adjustments have been made, further planning the next steps are initiated, to support the child's development, well-being or learning. The child, parents/carers and teacher work collaboratively, in developing an Individual Learning Plan that considers learning styles, short term targets and actions to be taken to achieve outcomes. These are reviewed and updated at least termly and the child's progress will be monitored at **SEN Support (SS)**.

Parents, teacher and SENDCo may also discuss the child's needs in terms of on-ward referral.

SEN Support(SS):

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what will support the child in making good progress and securing good outcomes.

- Assess make a clear analysis of the child's needs
- Plan agree a plan of action
- Do make all relevant staff aware and implement the adjustments, support & intervention
- Review quality, effectiveness and impact

We ensure that teachers provide where necessary an individualised programme of learning with intervention that is 'additional to and different from' those provided as part of the school's usual differentiated curriculum.

The SENCo offers guidance and facilitates training for staff where necessary to improve teachers' ability to identify and respond to SEN and their understanding of the SEN most frequently encountered.

We make available the appropriate resources and specialist equipment to ensure all children can access the curriculum and fulfil their true potential.

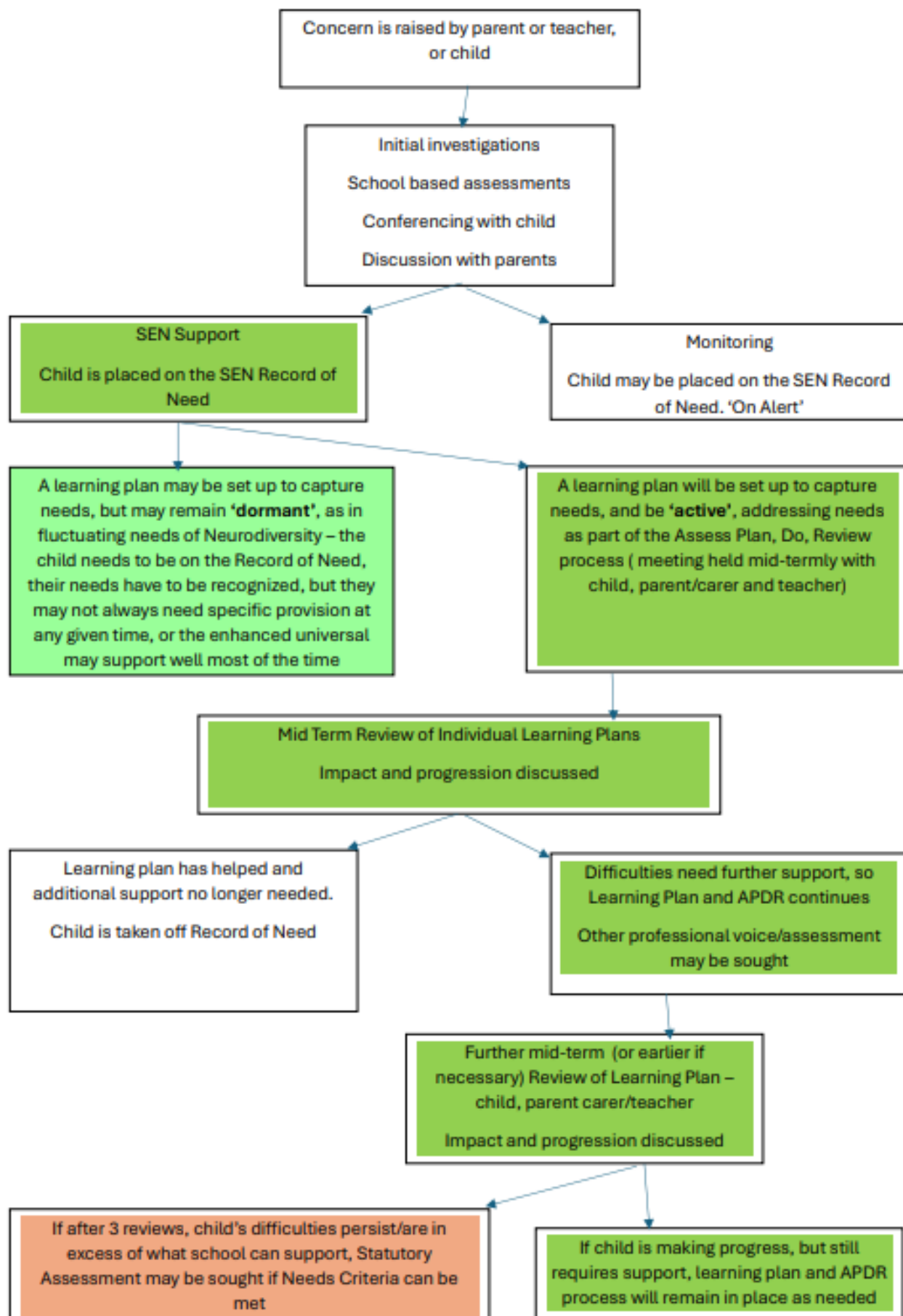
The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management. As a school we review the attainment and progress of children, including those at risk of underachievement, through termly analysis of data, hold regular pupil progress meetings, and pupil conference as part of our ethos of independent and resilient learning. Data relating to correlation of SEN and other factors such as Pupil Premium will also be looked at.

Accurate records are kept by the class teacher and SENCo. The child's outcomes, teaching strategies and the involvement of specialists is detailed on our electronic assessment system and Pupil Portraits may be drawn up from this, to provide an accurate and comprehensive summary of the child as a learner and their needs. This can be used to ensure staff understand and are prepared to meet need, as part of the transition process from class to class, and when transferring to a new school.

Documentation relating to SEN chronology is collated and forms part of the child's educational record which will be passed onto the new school the child transitions to at the end of Y6 or before.

The child and parents are also involved in developing an Individual Learning Plan with their class teacher that considers learning styles, short term targets and actions to be taken to achieve outcomes. These are reviewed and updated at least termly. Parents, teacher and SENDCo may also discuss the child's needs in terms of on-ward referral.

SEND flow chart



Intervention may take the form of:

- Different learning materials or specialist equipment such as writing slope, move n sit cushion, pencil grips, colour screens, reading rulers, table screens, ear defenders etc.
- Some group or individual support, which may involve small groups of children being withdrawn to work with an additional adult, or other intervention such as Funfit or pre-teaching of new concepts.
- Social skills groups such as Nurture Group, Lego Therapy
- Peer and adult mentoring and counselling such as Coaching, Draw and Talk, TIS approaches
- Additional home school communication book
- Additional individual reward charts agreed with parent and child
- Staff development and training to introduce more effective strategies.
- Environments such as dark den, quiet areas, zones of trust and promotion of self-initiated and independent use where possible as part of development of regulation
- Sensory and physical need provision
- Extra adult time to plan/administer the intervention and also to monitor its effectiveness.

What is Adequate Progress?

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's readiness to learn, behaviour, self-esteem and well-being

What is the criteria for exiting the SEN record

The decision to exit the SEN record is done in partnership with parents and any outside agencies who may be involved. A child will exit the SEN record when the child no longer needs provision that is additional to and different from that provided generally for children of the same age in a mainstream setting.

Who will help my child in school?

Roles and responsibilities:

There is strong correlation between SEN and vulnerability. Close monitoring and team working ensures children with additional needs receive an inclusive and enriching experience

of school and are able to learn and thrive. The following team work together to ensure all children, and especially those with SEN are safe, happy and able to achieve their best:

SENCo: Angie Larcombe

Safeguarding Lead: Paula Blackburn

Deputising Safeguarding staff: Angie Larcombe, with Katie Knight at Germoe and Lewis Hemsley at Boskenwyn

Designated teacher for Looked After Children: Angie Larcombe

Lead for Mental Health and Wellbeing: Angie Larcombe

This coordinated and shared approach ensures pictures of need are well understood and supported.

All staff are responsible for safeguarding children, with particular awareness of the vulnerabilities of those with additional needs, and in following the designated protocol to keep all children safe.

All staff are responsible for knowing and understanding the needs of pupils with medical needs, with designated staff implementing plans and meeting needs on a daily basis, or as required. All plans are overseen by the Headteacher and SENDCo, and established in accordance with medical advice/health plans.

All staff work with a [P.A.C.E. based approach](#), see behaviour as a communication of need, and connection before correction to support children's wellbeing, sense of safety and self-esteem.

Teachers:

All teachers are teachers of children with SEN. Teachers are responsible for delivering quality first teaching for all pupils, adopting teaching approaches that support common learning barriers, and by using multiple approaches in their delivery and learning tasks. Teachers plan to engage different learning styles and preferences, to make learning fun and accessible for all children. Teachers are responsible for differentiation and adjustments to learning, to enable all learners to feel successful.

Teaching Assistants:

We have a number of well- trained, enthusiastic, high quality teaching assistants at Germoe and Boskenwyn Community Primary Schools who are employed to support the learning of all the children.

Our teaching assistant:

- intervenes at the point of need

- Understands behaviour as a communication of need, and how social and emotional difficulties impact on learning and presentation
- Supports a [P.A.C.E. approach](#), (using playfulness, showing acceptance, fostering curiosity and showing empathy) in their interactions and understand relationship as the key to helping children feel safe and thrive - a model based on connection before correction
- Shows initiative, knowing where the boundaries of responsibility lie
- is given clear direction by the teacher
- uses Individual Learning Plans as working documents alongside the teacher
- knows what they need to do to help the children make progress and knows what each child has learned
- is a good role model in terms of conduct eg dress, manners and punctuality
- takes steps to ensure that communication links are good
- has a clear understanding of safeguarding children and the protocol in place
- respects confidentiality
- has a clear understanding of the whole school improvement priorities
- has a clear understanding of the assessment for learning process (eg learning objective, children establishing their own success criteria, marking ladders, next steps learning, inquiry)
- values professional development and identifies training needs linked to school improvement priorities and/or the needs of the individual child
- supports colleagues

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Coordination of EHCP and leading review meetings
- Liaising with and advising fellow teachers, and contributing to the in-service training of staff
- Advising on a graduated approach and co-ordinating and developing school based strategies for the identification and review of children with SEN
- Liaising with the C.I.C. team where a looked after child has SEN
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN
- Liaising with pre-school settings for new children entering EYFS
- Liaising with schools for children in YR - Y6 joining from other Primary settings
- Liaising with schools so that support is provided for Y6 pupils as they prepare to transition to Secondary.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Collaborating with curriculum co-ordinators so that learning for all children is given equal opportunity
- Monitor the progress of children on the SEN Record.
- To ensure that a dyslexia friendly environment is adopted across the school and appropriate strategies are in place

- To support staff with speech, language and communication needs, prior to and whilst awaiting assessment and ensuring SLT plans are delivered by staff
- Support staff in seeing behaviour as a communication of need, and understand how Adverse Childhood Experiences (ACEs) impact on an individual's ability to access learning and how this can manifest in terms of behaviour and engagement
- Help staff with approaches to support children with neurodiverse needs
- Monitor sensory need in terms of classroom and school environmental factors
- School based assessment of developmental stage, physical, sensory, processing and cognitive development before referral to other professional services
- School based assessment for social and emotional needs - Boxall, Trauma informed Schools assessment and provision support
- Work with parents to capture a 'picture of need' with the Neurodevelopmental Profiling tool for those children struggling with aspects of school and learning
- To work with outside agencies to promote inclusivity for Neurodiverse learners
- Support for families to access in home support, parenting help and training
- Support for families to access routes for child-centred 'mediation'
- Seeking alternative provision and interventions outside of school for individual children, arrange, co-ordinate and manage bespoke packages
- To help implement whole school mental health and wellbeing provision in order to support all learners

The SEN Governor's responsibilities include:

- Understanding needs in school
- Securing the necessary provision for any pupil with SEN
- Assisting in the development of the SEN policy
- Monitoring progress
- Liaise with the SENCo, Headteacher and Staff.
- Informing the Governing body of development and progression.
- Reporting annually to parents.

What is Statutory Assessment and Education and Health Care Plans (EHCP)?

The majority of children and young people with SEN have their needs met through mainstream education settings, within School SEN support, but for those whose need is greater, statutory assessment allows assessment of need and establishes what is needed to ensure they can succeed in learning and school.

Most children with SEN will not need statutory assessment, but if they do, a multi-agency assessment approach will determine if an [Education, Health and Care plans](#) (EHCP or EHC Plan) is needed.

The EHCP is a statutory and working document which focuses on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans set out how services will work together to meet the child's needs and can remain in place, if needs are complex, up to the age of 25.

EHC plans are based on a coordinated assessment and planning process which puts the child and young person and their family at the centre of the decision making. It is a document that support planning for current needs, and for future needs. The EHC plan underpins focus on developmental progress termly, but is also reviewed annually, and the document is amended as needed, to fit the child's changing development and needs, and to address new provisions or approaches needed.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the EHCP Review, and any transition processes in the year ahead. Most will receive an enhanced transition when they are on the cusp of moving to secondary school.

Can you support if we need help as a family?

All new families joining our Federation, receive a letter, inviting them to let school know of any past experiences that may have an impact on their or their child's wellbeing or potential to thrive. This gives staff the best chance to support children as well as possible, and their families too.

For children and young people with SEN, partnership working between home and school, enables them to achieve their potential. Parents hold key information and have the best knowledge and experience to contribute to the shared view of a child's needs. We encourage parents of children with special educational needs to work in partnership with school and support parents to play an active and valued role in their child's education.

The school website contains a link to this policy for special educational needs, and for the [Special Educational Needs Information Report and Local Offer](#), which details other professionals we have worked with to support families.

At all stages of the special needs process, the school strives to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and regularly communicate or meet, at least termly to share the progress of children with special needs, along with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Team around the Child meetings (TAC) also support coordination of provision around a child's needs and support the family in the round when need is more complex.

School may also be able to refer families for support via the [Early Help Hub](#), for the assistance of a family worker, Neurodevelopmental Team (if appropriate) and to the School Mental Health Practitioner. Regular opportunities for child and whole family support are highlighted on our regular weekly newsletters, and further signposting is often given by other professional services to support families at times of need.

Families may also find the following supportive:

[Family Information Service \(FIS\)](#)

[Sendiass](#)

[Parent Carers Cornwall](#)

How is SEN Provision Evaluated?

Monitoring and evaluating effectiveness of SEND provision:

The school regularly and carefully monitors and evaluates the quality of provision we offer all pupils. The evaluation and monitoring arrangements promote an active process of continual review and improvement for all pupils.

The quality of teaching and the progress made by pupils is a core part of the school's performance management. Data is used to look at all vulnerable groups and identify gaps in attainment. Regular audits of records are carried out. SEN forms part of the School improvement Plan.

Parent views and pupil's views are sought via whole school questionnaires. We actively encourage parents of children with SEN to have a voice via Annual Review meetings, other meetings such as PEP meetings for looked after children, and progress review meetings, and offer flexible appointments to suit, throughout the year.

Identifying and providing training and resources:

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of teachers and teaching assistants are identified through regular performance management, related to the needs in school, and following advice from outside agencies.

Staff may also have particular SEN interests and training will be sought to address both need and interest, where possible. Opportunity for sharing good practice is available, and input from outside agencies also support staff development eg Educational Psychology, ASD team and Education Mental Health Practitioners from time to time.

Staff knowledge and understanding is also supported with remote training and collation of advice and resources by the SENCo, that address areas of difficulty. In-house 'toolkits' support staff with areas of difficulty, strategies and next steps, to enable needs to be supported, or eased until other professional advice can be accessed.

The school's SENCo regularly attends the SENCo network meetings, for local and national updates in SEND. EYFS SENCo Network Meetings are also attended when possible, to ensure up to date information for Nursery children in our Nysgerrig Kindergarten and Forest School. The SENCo/Designated Teacher for CiC attends regular Network meetings to support children with SEN who are also looked after or have previously been looked after. SEN and CIC yearly conferences are also rich sources for development in provision and good whole-school practice.

Funding SEN:

SEN is funded from the school's core budget. The Headteacher informs the governing body of how funding allocated to support special educational needs has been used. The Headteacher, SENCo and SLT meet to agree on how to use funds directly related to EHC Plans, which support children with the most complex needs. Details of how resources and provision is arranged across the school is shown on the whole school Provision map.

The Head Teacher has responsibility for the funds allocated to the SEN budget, the amount of which is determined by the finance committee

What happens when my child changes class or transitions to a new school?

If your child is transitioning to the next class in their school, transitions are usually straight forward. All children will be familiar with the adults in the next class and may even have been taught by them on occasion already. Faces are familiar, and consistent, so children feel safe throughout any change. Staff also know them well, and support can be put into place to ease any worries ahead of time. A transition day will be arranged for the summer term, when all children are able to go to their new class and teachers. Teachers share information with new staff to ensure the support your child needs continues, as the new staff get to know your child.

When children move school, either to Secondary at the end of Y6 or before, staff and SENCo ensure all SEN records are passed to the new school, and discussions are held to ensure the child's needs are understood and will be met at the point of their transition, to support them in making a smooth transition, which for many will be a massive step.

To support a child's familiarity and sense of safety as they go through the transitional process, many children start to visit their new school from Y5 onward, with specific 'transition for Y7' in the summer term of Y6 before they leave us. Many children with SEN, will have additional opportunities to spend time in their secondary school, which is referred to as 'enhanced transition'. This supports them in feeling as prepared as possible, and will enable them to establish connection with adults who will be there to help them.

Some children with SEN will have made a transition 'passport' - this is a document that gives vital information to new staff about the child's needs, likes and dislikes, strengths and things they find trickier. These are made with the children and it is their document

What can I do if I am not happy – how do I make a complaint?

Parents wishing to raise concerns about their child should make an appointment with the class teacher in the first instance. If resolution isn't found, a meeting with the Headteacher and/or SENCo, can be arranged.

If the matter is not resolved, the parents would be encouraged to meet with the Chair of Governors or SEN Governor, and then if necessary, the County Complaints Procedure should be followed. (A copy is available on request.)

What are the school's duties to my child and my family, and what is expected of me as a parent/carer?

This **Special Educational Needs and Disabilities (SEND) Policy** complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 September 2014
- School SEN Information Report Regulations (2014),
which will detail the SEN year

Staff responsible for managing the school's response to the provision made for children with SEN is:

Mrs Angie Larcombe at Boskenwyn

Contact details: Tel: 01326 572618

e-mail: alarcombe@fbgschools.co.uk

and

Mrs Christina Suskstiene at Germoe

Contact details: Tel: 01736 763310

e-mail: csukstiene@fbgschools.co.uk

The Governor for SEND is:

Lucy Yeomans

e-mail: lyeomans@fbgschools.co.uk

Our **SEN Information Report and our Our Local Offer**, setting out provision, is available on the schools' websites:

www.germoe.cornwall.sch.uk

www.boskenwyn.cornwall.sch.uk

In addition to the policies and documents referred to above, our provision for inclusion is supported by associated policies that can be accessed via the websites. Annual updates relate to changes in legislation, changing needs of our children and families and are published in accordance with the Governing body's legal duties in respect of pupils with SEND.

The management of information forms part of our **e-safety policy**.

- All confidential SEN and safeguarding information is stored centrally and is shared on a need to know basis. A transfer of information record is completed if these are sent to another school.
- Plans of professional advice are used as working documents by staff and kept in the child's individual SEN files. All SEN records are passed onto the schools' children are transitioning to.
- Medical records are shared only with parental permission.
- Transferred documentation is signed for, and generally hand delivered to maintain confidentiality, or transferred electronically
- All documents for disposal are destroyed by shredding.

What are our statutory duties in relation to accessibility?

The SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time, the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans in writing for their individual school and this can be found in the **Equality Act and Accessibility Plan**. LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

As a Federation, we aim to increase and promote access for pupils with disability by making reasonable adjustments to ensure all children can access the teaching and learning and the wider curriculum such as clubs and school visits. Modification to the environment and resources such as enlargement of written materials is undertaken as required.

Parents and carers:

It is our wish to work in partnership with you, to enable your child to have a happy and successful time in school, with a rich and varied journey to celebrate. We welcome open, honest and trusting relationships, where differing view points can be shared with kindness, mirroring your child's experience in school. We are a team dedicated to supporting your child and will do all we can to help both them and you during their primary school years.

When will the policy be reviewed?

The SEN policy is reviewed annually in consultation with parents, staff and governors.

Date of Policy: October 2025

Review date: September 2026/Interim Review needed December 2026 to consider Inclusive Mainstream Fund Strategy implementation