



# Biscovey Academy

A Member of the Aspire Multi Academy Trust



Our SEN Information report / Local Offer

Date **September 2023**

Biscovey Academy provides an inclusive learning environment for all children. Through the delivery of a broad and balanced, innovative and engaging curriculum, together with a culture of safeguarding and support for those most vulnerable. Our dedicated and talented team of staff aim to offer our children opportunities and experiences that enable them to become Successful Learners, Confident Individuals and Responsible Citizens.

We endeavour to remove barriers to learning and strive to ensure that all pupils with SEND make effective and sustained progress from their starting points. We welcome diversity and aim to make everyone feel valued. We act proactively to eliminate discrimination, to promote equality and support our local community in achieving the best outcomes for our children.

We have highly trained teachers and teaching assistants who can help and support children who are experiencing any difficulties and Miss Bignell co-ordinates this work across the whole school. If we feel that your child is experiencing difficulties, we will of course, talk to you about this so that you are aware of what we are doing to support your child and can help with this at home.

Link to SEN Policy

<http://www.aspireacademytrust.org/senpolicy>

Link to our school's Equality Objectives

<http://www.aspireacademytrust.org/equalityandobjectives>

Link to our school's [Accessibility Plan/Policy](#)

**Name of the Special Educational Needs/Disabilities Coordinator:** *Miss Jamie Bignell*




**Contact details:**

**Miss Jamie Bignell.** Telephone 01726 812949. Email: [jamie.bignell@iaspire.net](mailto:jamie.bignell@iaspire.net)




## The levels of support and provision offered by our school

### SEND – September 2024

#### 1. Listening to and responding to children and young people (*i.e arrangements for consulting pupils with SEN and involving them in their education*)




<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> 
<p>The views and opinions of all students are valued.</p> <p>Student voice is represented in all aspects of school.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"> <li>• School Dream Team</li> <li>• Pupil Conferencing</li> <li>• Questionnaires</li> </ul> <p>We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity.</p> <p>There are opportunities three times a year for parents and their child to talk to the class teacher at parent consultation meetings. Children are encouraged to communicate through pupil voice.</p>	<p>Students with SEND are included in all pupil conferencing.</p> <p>Additional provision is developed in light of student voice where appropriate.</p>	<p>For children who receive specialised and individual provision:</p> <p>Targets are agreed termly to support and challenge pupils with SEND.</p> <p>Pupils play a key role in setting learning targets through individual discussions with their class teacher.</p> <p>Pupils are also involved in reviewing their progress towards these targets.</p> <p>This is recorded on the IPM (individual provision ma0). New plans are agreed each term at pupil progress and IPM meetings.</p> <p>For children with an Education health Care plan (EHCP) there is an Annual Review meeting where the views of the pupils are considered and recorded.</p>

## 2. Partnership with parents and carers *(to include arrangements for consulting parents of pupils with SEN and involving them in their child's education)*

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>Our Academy works in partnership with all parents and carers. We work closely with parents and carers to discuss their child's concerns at the earliest opportunity. We encourage parents to make an appointment to meet up with the class teacher in the first instance if they have any queries or comments they would like to make about their child.</p> <p>At the end of the Summer term, there is a Year Group meeting where all parents are invited to attend and information is provided with regards to the new academic year. Information about learning topics, school trips and extra -curricular opportunities is provided by information sheets and available on the school website.</p> <p>Parents and carers are encouraged to attend the twice -yearly parent consultation meetings. We support parents in using the OFSTED online Parent View. We try to respond to the needs of our parents and are happy for example to support parents in filling out forms and accessing support from outside agencies.</p> <p>Biscovey Academy arranges a range of</p>	<p>Children who are eligible for Pupil Premium may receive targeted support, both within a small group and within the classroom if needed.</p>	<p>Pupil targets are agreed in conjunction with the parents and pupils termly to support and challenge pupils with SEND.</p> <p>Pupils are involved in setting and reviewing targets with their class teacher. Pupils with an EHCP complete an "All about Me" booklet and provide a written report, with support if necessary, which is included in the Annual Review.</p> <p>Some pupils with an EHCP are invited to participate in their reviews in person, write invitations to the review for others to attend and may help provide refreshments.</p> <p>The Academy facilitates and hosts Early Support meetings for vulnerable pupils and families.</p> <p>There is an ongoing system of referral to outside agencies such as the Early Help Hub, Autism Team and the Educational Psychologist.</p> <p>Parents are encouraged to make an appointment to discuss concerns with the</p>




<p>transition events for the parents of children transferring from the Infants School between years 2-3.</p> <p>We have well established links for Year 6 children to support their successful transfer to Secondary School. See Section 9 for more details.</p>		<p>class teacher and the SENDCO, who can then complete appropriate referrals.</p>
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**3. The curriculum (to include reference to the school's broad and balanced curriculum and details of how adaptations are made to the curriculum and learning environment for pupils with SEN )**

<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> 
<p>Our children follow a varied, balanced and creative curriculum which provides exciting learning experiences.</p> <p>All children have access to the curriculum and to the educational visits that enrich their learning, including swimming sessions at the local pool.</p> <p>We aim to offer our children the opportunities and experiences to enable them to become Successful Learners, Confident Individuals and Responsible Citizens.</p> <p>All pupils will be given the opportunity to participate in after school clubs.</p>	<p>When a group of children are identified as requiring additional support in specific areas, the impact of these is closely monitored by class teachers and subject leaders.</p> <p>Intervention support may be delivered in a small group by a teacher or TA.</p> <p>These interventions are closely linked with the curriculum and are delivered in such a way as to ensure pupils still access a broad and balanced curriculum offer.</p> <p>In the last three years, interventions have included: Fresh Start Sensory Circuits</p>	<p>Biscovey Academy responds to the individual learning needs of the children to ensure that the curriculum is accessible for all.</p> <p>This may mean 1:1 support, or alternatively creating resources to enable the child to become a more independent learner.</p> <p>In exceptional circumstances students can be disapplied from some subjects and/or assessments.</p> <p>Provision for some pupils may be out sourced in order to give all pupils the opportunity to engage in education in every way possible.</p> <p>Pupils requiring additional support are offered</p>




<p>We screen all pupils for literacy difficulties in year 3 (For new starters we may only screen if concerns are raised) using the IDL literacy program to assess their reading and spelling age – ongoing assessment using this tool is used for pupils who may need access to a literacy intervention.</p>	<p>Spelling, Grammar and Handwriting interventions, Additional Maths Support 1:1 interventions for Year 6 during the Spring and Summer Terms. IDL Literacy intervention IDL Numeracy intervention Music Nurture Therapy TIS group Sessions Lego Therapy Workshops with EMHP</p>	<p>equal access to out of school opportunities such as trips and after school clubs.</p> <p>Bespoke support in the last three years have included:</p> <p>Badger Forest School 1:1 music tuition Curious school of the wild Bespoke topic based learning</p>
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#### 4. Teaching and learning *(Give details of the school's approach to the teaching and learning of children and young people with SEN)*

<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> 
<p>All children benefit from high quality teaching throughout the school.</p> <p>The SLT undertakes a regular programme of lesson observation and work scrutiny to monitor, evaluate and improve teaching and learning.</p> <p>High quality training is provided for all staff.</p> <p>Learning experiences are differentiated to meet pupils' learning needs. The progress of pupils is monitored and recorded using:</p>	<p>The Academy is constantly working to improve subject knowledge and to utilise expert help. Training by school staff and specialists in the last 3 years has included:</p> <p>Attachment Autism Awareness Updates on ICT usage. The use of effective questioning Maths Mastery Moderation procedures TIS training Grammar and Phonics for teaching and support staff.</p>	<p>The teachers and TA's access training to help them support and challenge children.</p> <p>Research is used to improve practice in understanding children's learning and development.</p> <p>A multi-sensory approach is used whenever possible.</p> <p>Dyslexia Screening is undertaken by the SENDCO with consent of the parent or carer – this is not used to diagnose dyslexia, but to highlight areas of weakness which we can</p>




<ul style="list-style-type: none"> <li>• Teacher Assessments</li> <li>• Classroom observations</li> <li>• Book scrutiny</li> <li>• Learning walks</li> <li>• PIRA and PUMA assessments</li> <li>• Feed back form parents and pupils</li> </ul> <p>The progress of individual pupils and groups of pupils is discussed termly at pupil progress meetings with class teachers Key Stage leaders, Lead teachers, head teachers and the SENDCo. Information that is gathered is used to identify gaps in learning, ensuring that all children make maximum progress.</p>	<p>Differentiation/scaffolding Fresh Start</p> <p>There are weekly updates on SEND and safeguarding in staff meetings.</p>	<p>put support in around.</p> <p>In some cases pupils learning is recorded using journal type observations with software such as Tapestry.</p>
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## 5. Self-help skills and independence

<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> 
<p>All children are encouraged to become independent and resourceful learners.</p> <p>Staff support children to develop their personal learning and thinking skills.</p> <p>Whole school themed assemblies.</p> <p>Residential visits and school camps are included in our curriculum offer so pupils are provided with opportunities to become increasingly independent in a safe environment.</p>	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as talking tins, overlays, standing desks, writing slopes and visual resources.</p> <p>Fun fit/ Sensory circuits is provided to support some pupils by aiding concentration and focus and/or improving co-ordination (depending on need).</p>	<p>Teaching assistants working 1:1 with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent.</p>




<p>A wide range of after school clubs for all ages are available and have previously included Dance, Knitting, Choir, rugby, football, dodgeball, creative arts and Lego club.</p> <p>Some pupils may choose to participate in public events such as the St Austell festival of music and speech.</p>	<p>Social Skills groups can be used to target group with a specific need.</p> <p>Small group TIS sessions are delivered alongside 1:1 sessions where appropriate.</p>	<p>Use of visual materials to promote independence .eg visual timetable. Task management and chooser boards. Buddy System Sensory breaks Independent teaching tray activities for pupils to access.</p>
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**6. Health, wellbeing and emotional support (*include details of the support provided for improving emotional mental and social development of pupils with SEN ,this should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying )***

<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> 
<p>The whole school is screened using motional, which highlights pupils who may be in need of additional support in this area. This also gives a programme of activities to support the general needs within the classroom.</p> <p>Teachers use the PSHE curriculum to deliver appropriate whole class lessons and support on a variety of health and well being topics including supporting children with their play, care and seeking systems following the TIS and Motional screenings.</p> <p>Bereavement support is available.</p>	<p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management</li> </ul> <p>Risk assessments are carried out as required.</p> <p>'Sensory Circuits' targeted to help children with coordination issues.</p> <p>Teacher or TA support for children who are experiencing emotional issues. This may take</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <p>Boxall profiling/TIS assessments/Motional assessments are used to tailor provision to need.</p> <p>Additional support for students can be requested from</p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Social Care</li> <li>• Aspire Academy Trust Inclusion team</li> <li>• Penhaligan's Friends</li> <li>• Educational Psychologists</li> </ul>

<p>Student issues are dealt with by trained staff, as they arise.</p> <p>School nurse service is available via referral to the Early Help Hub</p> <p>A meet and greet system is in place for all pupils by key staff from their year groups.</p> <p>Staff are provided with lanyards to remind them of 'WINE' and 'PACE' acronyms to support conversations with pupils.</p>	<p>to form of small group circle time, TIS activities or PSHE activities.</p> <p>Key staff check in with pupils regularly throughout the day or the week depending upon need.</p> <p>Signposting to other avenues of support such as the Kooth app.</p>	<ul style="list-style-type: none"> <li>• Trauma Informed practitioners</li> <li>• Speech and Language Therapist</li> <li>• Young people Cornwall</li> </ul> <p>Children may be referred to: The Wave Project. CLEAR and Dreadnought Counselling may take place in school.</p> <p>Play therapy may be used.</p> <p>Educational Mental Health practitioner linked to the school.</p> <p>Some students with specific medical conditions may have individual health care plans.</p> <p>Individual pupils may have behaviour plans created which are derived from the data from Motional 'emotional health' assessments.</p> <p>Individuals may have risk assessments and positive behaviour support plans in place so that adults know how to support them in times of crisis.</p>
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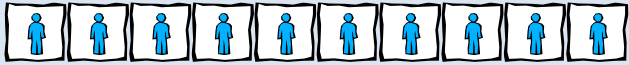
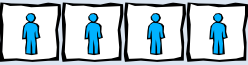

**7. Social Interaction opportunities (give details of how the school enables pupils with SEN to engage in the activities of the school(including physical activities) together with pupils who do not have SEN)**

<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> 
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<p>Whole school events involving children and their families, such as a Year Group Christmas play, various Christmas events, Easter Egg competition, Sports Day, May Fayre, Leekseed Carol Concert Biscovey's got talents and visiting theatre performances.</p> <p>After school clubs.</p> <p>Live sporting events</p>	<p>Year 5 and 6 pupils may be selected to carry out social skills/buddying activities where appropriate with younger pupils</p> <p>Trauma Informed School (TIS) sessions focus on social interaction where highlighted as an area of need.</p> <p>Lego therapy groups to develop teambuilding and skills for working together are implemented.</p>	<p>Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction.</p> <p>1:1 sessions can work on social interaction skills, an individual action plan will highlight areas of need and other children introduced to situations slowly to build confidence in social situations.</p>
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8. The physical environment (accessibility, safety and positive learning environment- **possible references to include, accessibility audit, reasonable adjustments, staff training eg for Moving and Handling**)

<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> 
<p>All the main areas of the school are accessible. There is wheelchair access to the main building. The Academy has disabled toilet facilities.</p> <p>Pupils feel safe in an environment where bullying is minimal and dealt with effectively.</p> <p>Pupils know what to do if they feel they are being bullied.</p> <p>The Designated Safeguarding Lead is Mr R Wallbank.</p>	<p>Quiet areas are available, such as the nest, the cove and the library for pupils to access.</p> <p>A sensory quiet space (The Cove) has been created and is used to provide intervention and support for emotional health. The Cove is staffed throughout the week with a TIS trained practitioner.</p> <p>There is a nurture lunch offer with a TIS practitioner and a lunchtime YOGA club</p>	<p>Dedicated resources are made to pupils' needs and these are available for staff.</p> <p>Equipment which supports pupils to access mainstream classrooms such as</p> <ul style="list-style-type: none"> <li>• Noise Cancelling headphones</li> <li>• Stand up desks</li> <li>• Fiddle toys</li> <li>• Chewelry</li> </ul> <p>Lunch time supervisors are aware of</p>



<p>Teachers promote a positive learning environment through classroom schemes that reward good behaviour.</p> <p>Good behaviour is rewarded by whole class chosen activities such as extra playtime, film sessions or non-uniform days.</p> <p>Good behaviour is celebrated at the weekly Achievers Assembly.</p> <p>Children are awarded house points for good behaviour which goes 'above and beyond' the normal expected behaviour of students.</p> <p>Children are recognised for consistently good behaviour with praise post cards, phone calls home and text messages directly to parents.</p>	<p>running on specific days.</p> <p>A quiet classroom is available for pupils to use with TA support in small group activities should they need time away from the mainstream classroom.</p> <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adapted toilets available.</p> <p>Some toilets adapted by height.</p> <p>Adjustable chairs/ tables can be made available.</p> <p>There are named adults who are 'team teach' trained.</p> <p>Sensory Audits of some classrooms where required.</p>	<p>children with individual needs and have strategies to support them.</p>
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**9. Transition from year to year and setting to setting *(to include arrangements for supporting children and young people moving between classes, phases of education and in preparing for adulthood)***

<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> 
<p>The School liaises carefully with the feeder Infants'</p>	<p>The staff from the feeder schools meet to</p>	<p>The SENDCo organises transition</p>

<p>school to identify those pupils with additional needs who will be joining Biscovey Academy in year 3.</p> <p>Additional transition visits are available as required.</p> <p>Parents are informed by letter in the Summer term report of their child's next class.</p> <p>Teachers from the previous class meet and plan with the new class teacher at the end of the Summer Term.</p> <p>Each new class has designated transition days to spend time in their new class.</p> <p>If a child moves school before the end of Year 6 every effort is made to contact the new school and to send school records promptly.</p> <p>There are opportunities for children to spend days in their new classes at the end of term, including Year 6 at their new Secondary Schools.</p>	<p>formulate transition plans.</p> <p>Infant school staff make weekly visits during the latter part of the Summer Term to allow vulnerable Year 2 children to familiarise themselves with the new setting.</p>	<p>arrangements for vulnerable children and those on the SEN register.</p> <p>Poltair, Fowey and Penrice School have established links with Biscovey Academy, with key staff identified and extra transition days can be facilitated.</p> <p>Additional transition visits are arranged and pupils have opportunities to meet current pupils.</p> <p>Transition booklets are created by pupils and sent home.</p> <p>Some pupils may receive a postcard or a letter over the summer from their new teacher.</p> <p>Some pupils may be provided with Social Stories to introduce them to new staff and settings and prepare them for transition.</p>
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## 10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>All Staff receive annual training introducing them</p>	<p>4 members of staff have TIS training.</p>	<p>Level 3 Multi Agency Child Protection for 5</p>

<p>to the expectations of provision for SEN pupils. New staff receive this training as part of the Biscovey induction process.</p> <p>There are regular SEND snippets where information, new procedures or good practice is shared.</p> <p>The SENCO delivers training to T.A's as part of their CPD offer in specific areas.</p> <p>All staff have had initial TIS training working with the co-director of Trauma Informed Schools.</p> <p>Most staff attended an Aspire wide inset training on Speech, Language and Communication needs.</p> <p>Most staff have attended other training around specific areas such as</p> <p>Cognition and learning Language for Learning Introduction to Autism</p>	<p>2 members of the Senior Leadership team are fully qualified TIS practitioners</p> <p>Good Practice is shared and modelled where appropriate.</p>	<p>members of the school team.</p> <p>SENDCO has completed the SEND qualification.</p> <p>SENDCO has completed the NPQH</p> <p>SENDCO is a TIS practitioner.</p>
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## 11. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
<b>Educational Psychology</b>	<b>Attend school to carry out cognitive assessments on individual pupils: to do lesson observation: to advise staff.</b>	<b>01726 76519</b>
<b>Speech and language Therapy</b>	<b>Assess monitor and provide Care Plans for individual pupils.</b>	<b><a href="https://www.supportincornwall.org.uk">https://www.supportincornwall.org.uk</a></b>

<b>Early Help Hub</b>	<b>A Triage Team which allocates the most appropriate help.</b>	<b>earlyhelphub@cornwall.gov.uk</b>
<b>Inclusion Officer</b>	<b>Provides help and advice across the Trust</b>	<b>Sally Hannaford</b>
<b>SCIP</b>	<b>Supporting change in partnership for children with complex needs,</b>	<b>earlyhelphub@cornwall.gov.uk</b>
<b>ASD TEAM</b>	<b>Supporting children who have a diagnosis of Autism.</b>	<b>01872 323195</b>
<b>CAMHS (Primary mental health worker).</b>	<b>Supporting and assessing children who have mental health concerns.</b>	<b>01726 873292</b>
<b>Teacher of the Deaf</b>	<b>Supporting children within school who have a hearing impairment.</b>	<b>01726 61004</b>
<b>Educational Mental Health Practitioner</b>	<b>Supporting children and Staff with their Mental Health</b>	<b>earlyhelphub@cornwall.gov.uk</b>
<b>Julie Walsh</b>	<b>Play therapist – offering support and therapy to children through the medium of play</b>	<b>Julie.walsh@cornwall.gov.uk</b>

## 12. Pupil progress

Class Teachers are constantly assessing pupils' within their classes. A summative assessment is then recorded each half term and from this, pupil progress meetings are held with the Senior Leadership Team. This is a chance to discuss progress made, highlight any children who are not doing as well as expected and put additional interventions/support in place if required. If we feel outside agencies need to be involved, we will talk to parents/carers first and share our concerns before taking any additional steps.

## 13. How we know how good our SEN provision is

At Biscovey Academy we are always monitoring and evaluating the quality of our SEN provision. We monitor our provision through monitoring visits, SENDCo observations and learning walks, book/work scrutinies and conversations with pupils. We then put in place a development plan to lead SEND forward within the school. This allows us to adapt provision to better suit pupils if required and to get any additional support into school if needed. Many interventions are measured through entry and exit criteria to measure impact.

## 14. If you wish to complain

In the first instance, we encourage parents to speak with the SENDCo to see if there is anything further we can do. If this is not satisfactory, you can escalate the matter by speaking with the Head of School, Joshua Tyers and/or the lead teachers Mrs Kelly Davis or Mr Rob Wallbank.

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)**

## **Answers to Frequently asked Questions**

### **1 How do people in school know if a pupil needs extra help?**

We know when a child needs help if: - concerns are raised by parents/carers, teachers or the child - limited progress is being made - there is a change in the child's behaviour or progress. The class teacher is the initial point of contact for responding to parental concerns or if you still have concerns then contact Mr Joshua Tyers (Head of School) or Miss Jamie Bignell (SENDCo).

### **2. What should I do if I think my child may have special educational needs?**

Firstly, speak with your child's class teacher to see if they have the same/similar concerns. If this is the case, an appointment can be made with the School SENDCo to discuss these concerns and plan where to go next. This usually means that your child will be placed 'On Alert' for a minimum of two cycles of assess, plan, do, review – this means that additional support will be put into place and monitored closely. Following this, if little or no progress is noticed, your child will receive an Individual Education Plan (IEP), which will outline specific, measurable, achievable, relevant, time based targets, stating additional support that the school will provide in order to better access the curriculum. These will be shared with you as parents, regularly reviewed and new targets set/agreed. During this time, if progress is slow in specific areas, outside agency involvement may be requested to support. You will always be involved in this process and updated throughout.

### **3. Who is responsible for the progress and success of my child in school?**

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, you as parents and your child themselves. Half termly progress meetings with staff ensures progress is tracked and monitored appropriately. It is the class teacher's responsibility to ensure that your child makes progress and enable them to access the curriculum at their level. The School SENDCo is there to support the class teacher where required, support in making referrals to outside agencies and to offer support and guidance where required.

#### 4. How is the curriculum matched to my child's needs?

At Biscovey Academy we are flexible and creative with our approach to the Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished. Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children.

#### 5. How do school staff support me/my child?

At all times parents will be involved in decision making around their child. As a school we do our best to meet the needs of a pupil, taking into account their own and parents views. We use a range of outside agencies who can support us as a school and these agencies will also liaise with you as parents to ensure you are happy and understand what is being discussed and agreed. We will also share individual education plans with you, so that you are aware of target areas and strategies used in school.

#### 6. How will I, and my child, know how well they are doing?

Biscovey Academy operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff may ask to speak with parents at the end of the school day, parents are invited to attend termly Parent Consultations and annual reports are sent home to parents. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head Teacher at your request. Parents with children who are on SEN Support or have an EHCP will also be invited to meet with the SENDCo at least termly to discuss progress and targets.

#### 7. How can you help me to support my child's learning?

As a school we offer a range of training to support you in supporting your child. If we are not currently offering support in an area you would be interested in, please let a member of staff know and we will be more than happy to support you. We are also happy if you would like to discuss your child's specific needs with your class teacher and advise how you can support further.

## 8. What support is there for my child's overall wellbeing?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

As a school, we are currently using a programme called 'Trauma Informed Schools' (TIS) – this is a programme which supports children's well-being, gives children a chance to reflect and express themselves. A 'trauma' can be something as simple as a house move, a pet dying, a change of school. We are also fortunate to have 'The Cove' which is our well-being room.

## 9. How do I know that my child is safe in school?

At Biscovey Academy we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to Tier 3 in child protection – these people are known as our Designated Safeguarding Leads. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise. We also have a Welfare team in place who meet regularly to discuss concerns and put plans into place to reduce any risks to pupils identified.

## 10. How is my child included in activities outside the classroom including school trips?

Everyone is included in everything at Biscovey Academy. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.



### 11. How accessible is the school environment?

The school building at Biscovey Academy is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom. We have a disabled changing facility - please see the Accessibility Audit.

### 12. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

As a Junior school we have a good relationship with our local Secondary and Special schools. Transition visits and discussions are planned to ensure all information is passed across. Our school SENDCo will meet with the new SENDCo's to share information, additional support etc to ensure everything is in place to ensure a successful transition to the next stage of education.

### 13. How are the school's resources allocated and matched to pupils' special educational needs?

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN record of need, the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with an Education, Health and Care Plan (EHCP), spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the Cornwall County Statutory SEN Team. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). These plans are individually tailored to each child on the SEN record of need and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

The school carefully considers appropriate deployment of support staff to meet the needs of individuals or groups of children. This can take the form of:

- Whole class support, group support, 1:1 support
- Involvement in planning and assessment as appropriate
- Lead planned interventions (eg RWI, SALT, precision teaching for individual need)
- Behaviour support

### 14. How is the decision made about what type and how much support each pupil receives?

Class teachers with support from the SENDCo, discuss the individual children's needs and write an IEP which targets specific steps for each child on the Record of Need. This will ensure each child's needs are met, with specific, measurable steps to support progress. Support,

whether it be through resources or adult support will be stated on the IEP and shared with parents. This ensures each child is monitored and support tailored to meet individual needs.

The funds for SEND are allocated in the following ways:

- Support staff
- External services
- Teaching and learning resources
- Staff training

**15. Who can I contact for further information?**

Should you require any further information please contact either Mr Josh Tyers (Head of School) or Miss Bignell (SENDCo).