Treleigh CP School

Special Educational Needs & Disabilities Information Report
'Our School Offer'

Date – September 2026
Review date – September 2027

At Treleigh CP School we provide, 'Every Child. Every Day. Every Chance.' And we truly believe in the importance of opportunities for all our pupils. We implement an inclusive approach to SEND. We work closely with pupils, parents and related professionals in Education, Health & Social Care to ensure the needs of pupils identified with SEND are met and that they have the same educational opportunities as their peers. We believe SEND pupils should be identified early from our rigorous tracking and monitoring systems, allocated detailed provision to meet their additional needs and enabled to make progress in line with their peers.
When necessary the school will provide specific training for staff, commission external intervention from Education, Health & Social care professionals and provide resources to ensure SEND pupils have full and equal access to quality first teaching and additional needs support.
The school has a dedicated Special Educational Needs Coordinator (Samantha Williams).
The Local Offer details the provision, expertise and resources in place to meet the needs of all the children in our school. The provision for SEND is monitored by the governing body to ensure the success and achievement of all pupils.

Please visit our school website Treleigh Community Primary School - Special Educational Needs to access relevant SEN policies and documents, including the Accessibility plan.

Name and contact details of our Special Educational Needs Coordinator: Mrs. Samantha Williams
01209 216600
swilliams@treleigh.cornwall.sch.uk

Answers to Frequently asked Questions

1 How does your school know if children/young people need extra help?

We regularly assess the children and discuss whether a child would benefit from additional help. We use our SEND identification flow chart (see appendix) to ensure a consistent approach and we keep open lines of communication with parents so that you know what adjustments are being made.
If you have any concerns about the needs of your child, you are encouraged to speak initially with your child's class teacher and they may arrange a further meeting with the Special Educational Needs Coordinator, Mrs. Samantha Williams.

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

Your initial concern should be raised with your child's class teacher and you can request that the SENDCo attends this meeting or see her separately if required.

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

The Local Authority and the School Governing Body is ultimately responsible for your child, but delegate day-to-day responsibility to the Headteacher and the staff. On a day to day basis your child's class teacher is responsible for progress with the support of other staff in school.

4. How will the curriculum be matched to my child's needs?

We use a broad and balanced curriculum which is cross-curricular and involves a lot of practical activities. We use our bespoke curriculum to deliver inspiring topics to your children through our curriculum enquiry lessons. The teachers plan effectively to meet the needs of all children and cater for a range of learning styles.

5. How will school staff support my child?

The class teacher will have the highest expectations for your child and for all pupils in their class. He/she will build on what your child already knows, can do and can understand. The teacher and the support staff will carefully check on your child's progress, and decide, in consultation with you, on any extra support needed to help them make the best possible progress.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Parent consultations and annual reports will give you the opportunity to see how well your child is doing in school and the progress they are making. Parent consultations are led by the class teacher and there are additional appointments given to those parents with a child on the record of need. These appointments are with the SENDCo. Parents can make additional appointments, throughout the year, to see the class teachers or the SENDCo. We have meetings to explain how we teach different areas of the curriculum for example phonics or maths. Children are set regular reading and we will support you with this if you need help.

7. What support will there be for my child's overall wellbeing?

A child's wellbeing and emotional health is as important as their academic progress and is therefore important to us. We will contact you if we are concerned about your child's emotional wellbeing and will work with you if your child needs additional support. We use a Trauma Informed approach and monitor and support the emotional needs of our children. We have a Mental Health and Wellbeing team, led by Mrs. Wheeler. This team support pupils across the school in pastoral sessions as well as within their classrooms.

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

Once the children are inside the school they have freedom around the school grounds but cannot leave the building or grounds as the gates and doors are locked. Registers are taken at the beginning of the morning and afternoon and there is a signing in/out system for children who are late or leaving/returning during the school day. Visitors to the school are required to sign in/out at reception using the same system and the front door only allows access to the reception area as the inner door has a security keypad. All staff are DBS (Disclosure and Barring service) checked.

9. What SEND training have the staff at school had or are having?

Our SENDCo, Mrs. Samantha Williams, holds the National Award for Special Educational Needs, which is a legal requirement for SENDCOs and she has attended many short courses to support pupils with additional needs including Autism training and Makaton sign language. All staff are kept up to date with the changes to the SEN Code of Practice and the legal requirements with regards to SEN. Key staff have training in restrictive intervention, supporting mental health and wellbeing, speech and language and precision teaching. We also have periodic whole staff training from visiting specialists including the Educational Psychology team and the Autism in Schools advice team.

10. How will my child be included in activities outside the classroom including school trips?

All children are fully considered in all activities, including school visits, and to the best of our ability, any reasonable adjustments we can make, will be made to ensure there is no discrimination. Risk assessments will be completed prior to the visit and we will liaise with parents about adjustments made.

11. How accessible is the school environment?

Our main school building is a fully accessible, single floor building. We do have an additional building on site which does have some classrooms and hall facilities within. This is accessed via some steps or a ramp. We have wheelchair access and 2 disabled bathrooms, including toilet, changing and shower facilities. There is a disabled parking bay in the staff carpark and a dropped kerb.

12. How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from Cornwall Local Authority, includes money for supporting children with SEND.
The head teacher decides on the budget for Special Educational Needs in consultation with the school governors and the SENDCo, on the basis of needs in the school.
The head teacher and the SENDCo discuss all the information they have about SEN in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected, and decide what resources, training and support are needed
- All resources, training and support are reviewed regularly and changes made as needed.

13. Who can I contact for further information?

You can contact the school secretary for further information or to make an appointment with relevant staff.

14. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

Initial concerns should be raised with the SENDCo, Samantha Williams, or the headteacher, Steve Proctor.

15. How is your school offer reviewed?

The school senior leadership team and the governors will review the local offer annually to ensure the information provided is clear and up to date.

16. Cornwall Council Local Offer.
Cornwall's Local Offer can be found at – Family Information Service Cornwall

LOCAL OFFER SEND CORNWALL

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all pupils. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all pupils are valued. • Student voice is represented in all aspects of school through: questionnaires, quick slips, Treleigh Ambassadors. • All pupils know who they can speak (to 3 trusted adults) if they have worries or concerns and a worry monster is provided in each class.) • SCARF lessons which include elements of circle time/shared discussions. Children's views are recorded as part of the transition process into their new classes and periodically throughout the year.	• Children with SEND are included in all consultation groups during pupil conferencing. • Small group work for those pupils who need help with anxieties or worries.	• Individual support is responsive to the views of the student. • Student's views are an integral part of Early support meetings and SEN reviews. • Students are supported in person centred planning and target and outcome setting. • All documentation is presented in a format that is accessible to the student and is discussed with them.

2. Partnership with parents and carers

Whole school approaches he universal offer to all pupils. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The school works in partnership with all parents/carers for the benefit of their children. • The parents/carers of all pupils are invited to attend parent consultations twice a year. • Annual 'Meet the Teacher' evening at the beginning of the new school year is also offered. • An annual report is sent home near the end of each Spring Term, with smaller, interim academic reports being sent each term. • Reading record books are used to encourage general communication. • Parents/carers know who to contact if they have any concerns and this is shared periodically throughout the year as a reminder. • School website provides information and sign posting for parents/carers. • Facebook, Class Dojo and Arbor messages are used for reminders and general information sharing. • Parent surveys are periodically provided at parent/teacher consultation evening. • Breakfast Club and After School Club are available to provide childcare.	• Parents/carers are able to and encouraged to contact the school with any query/concern at any time. • Non-teaching SENDCo means that meetings are held in a timely manner. • Phonics sessions & family support sessions for KS1 parents/carers. • Meetings for parents of pupils on the record of need, with the SENDCo, in discussion with the class teacher.	• Parents/carers are actively involved in meetings, ILP reviews and target setting and annual reviews. • All documentation is presented in a format that is accessible to individual parents/carers. • Parents/carers are informed when their child moves onto to or off the SEN record of need. • Parents Support Advisors or Family Support Workers can be accessed if school and parents/carers feel it is appropriate. • Home/school books or emails if appropriate.

3. The curriculum

Whole school approaches The universal offer to all pupils. 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• The curriculum is designed to ensure the inclusion of all pupils.
• All pupils, regardless of ability and/or additional needs, have full access to the curriculum.
• The whole school uses a dyslexia friendly approach to learning and screening is completed for all KS2 pupils.
• Pupils work on the Accelerated Reader programme once they have completed Read Write Inc.
• All pupils access Read Write Inc. until they have completed the program.
• We use our own bespoke curriculum throughout the school which is enquiry based and caters for different learning styles.
• Through our rigorous tracking we identify pupils who need additional support /specific intervention.
• Outdoor learning is encouraged and includes Forest School for Reception children.
	• Intervention groups are bespoke and needs led, including NIPA/NAPA & Precision Teaching, increasing the extent to which pupils with disabilities can participate in the curriculum.
	• The progress of pupils in intervention groups is monitored by the Senior Leadership Team.
	• Small group interventions, designed to 'close the gap' can include:
	  ○ Literacy
	  ○ Phonics
	  ○ Maths – NUMBOTS/TTRS
	  ○ Social skills
	  ○ Speech and Language
	  ○ Handwriting
	  ○ Pastoral Support – Lego therapy, Hamish and Milo.
		• Children with additional needs are able to access the curriculum, sometimes with adult support and sometimes independently.
		• All children regardless of ability or need are considered for all school activities, extra-curricular clubs and school trips.
		• In exceptional circumstances reasonable adjustments to the curriculum are made to support specific individual needs. This is discussed with parents.

4. Teaching and learning

Whole school approaches The universal offer to all pupils. 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• All children have access to high-quality, wave one teaching.
• All lessons are carefully planned to include focused learning objectives, clear success criteria, different learning styles and differentiated activities.
• Children work in ability groups, friendship groups, pairs and independently during the school day.
• Peer reviewing is used to ensure all children are involved with the marking process. Children make corrections/alterations in green.
• All teachers use a consistent approach to marking which is discussed with children from an early age.
• Each class has at least one teaching assistant who supports the teacher by ensuring that all pupils can access the activities to further their learning.
• Alternative ways of recording may be used.
	• Teachers meet frequently with the teaching assistants to ensure that pupils with additional needs have targeted support and provision.
	• Teachers and TAs work with small groups to:
	  ○ ensure understanding
	  ○ facilitate learning
	  ○ foster independence
	  ○ keep pupils on task
	  ○ extend pupils learning.
	• Recording devices used to record ideas prior to writing.
	• Technology can be used as a recording method as a reasonable adjustment.
	• YR6 SATs booster sessions & adjusted support e.g. scribes for internal/external tests.
	• Chewellery, move and sit cushions, to support concentration.
	• Additional phonic sessions for pupils in lower KS2 requiring tutor support.
	• Consideration of the delivery of information that is readily accessible to those without disabilities, to ensure those with disabilities can access.
		• Personalised and adapted tasks are provided to enable independent learning.
		• Where appropriate, learning is adjusted to support individual needs.
		• Precision teaching for targeted learning.
		• Input from external agencies and professionals as identified/requested.
		• Teachers and TAs are given access to Speech and Language therapists reports to ensure targets can be focussed on in class.
		• Visual timetables are used with particular children.
		• Regular ‘heavy work’ matched to individual needs.
		• Special tests arrangements organised as required.

5. Self-help skills and independence

Whole school approaches The universal offer to all pupils. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Resources are available for children to use independently within the classroom. • Access to specialised resources, e.g. dyslexia resources available to all pupils. • Sports leaders (YR 6 pupils supporting younger children). • Whole school rewards and behaviour policy, The Treleigh Way. • All children have access to extra-curricular clubs which encourage independence and self-help skills.	• Teaching assistants are trained to facilitate independence. • Visual timetables provided to support children who rely more heavily on routines. • Using a trauma informed approach. • Personalised equipment e.g. tinted overlays, pencil grips etc. • Restorative Justice sessions with trained staff.	• TAs encouraging pupils to be specific about what they need help with as well as praising what they have already tried. • Additional support is shared to build resilience in the children so they can cope if the TA is absent. • Personalised task boards and timetables are used to help. • Now and next boards or traffic light systems are used to support children. • Intimate care plans follow the advice of professionals aiming towards independence.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all pupils. 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• As a school we aim to develop the whole child, well-being meetings are held and our Mental Health and Wellbeing lead oversees this with the support of the Mental Health and Wellbeing team.
• We focus on developing confidence and self-esteem.
• Many staff are trained in First Aid to ensure the safety of the pupils.
• PSHE Scarf lessons include all pupils.
• We provide numerous extra-curricular clubs.
• We have a named member of staff who coordinates needs covering, wellbeing, emotional, physical, medical and mental health needs.
• E-safety is covered in all year groups.
• We use SCARF materials for PSHE and for Relationships and Sex Education, which is taught in all year groups.
• 'Worry Monsters' are in each class.
	• Medical support given to those pupils who require it on a daily basis and those pupils are encouraged to be independent in helping to support their needs.
	• Pupils are selected to become Ambassadors on a yearly basis.
	• Staff are trained in the use of restrictive interventions, through the Team Teach provider, as appropriate. (2 staff trained)
	• We have a Mental Health and Wellbeing team in school who can provided on-going support for our families/children and specific support as needed.
		• Two staff members are trained in restorative justice.
		• Pupils who have specific medical needs have individual health care plans which are completed with the parents.
		• Early support meetings and reviews are supported by a range of external agencies.
		• Additional support (via SENDCo) for pupils can be requested from:
		  ○ CAMHS
		  ○ School Nursing Services
		  ○ Penhaligon's Friends
		  ○ Educational psychologist
		  ○ Speech and Language therapy service
		  ○ Social care.
		  ○ Cognition and Learning Service

7. Social interaction opportunities

Whole school approaches The universal offer to all pupils. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All children have opportunities for social interaction, regardless of need or ability. • All children belong to a class with a named teacher. • All children are encouraged to follow 'The Treleigh Way'. • All children are invited on trips and visits. • Appropriate risk assessments are completed for trips, visits and activities to ensure the pupils are safe and their needs will continue to be met whilst out of school. • Extra-curricular clubs are available regardless of need. • Peer activities used to promote positive social interaction and collaborative learning. • Reading Buddies and Talk Partner systems are used throughout the school.	• Ambassadors represent the views of children across subjects. • Year 6 KS2 Sports leaders. • Sports teams play in cluster and county-wide tournaments against other schools. • Identified pupils are invited to specific events to support social skills and self-esteem. • Pastoral sessions that focus on Social Skills • Lego therapy and social detectives curriculum/Hamish and Milo supports pupils with their social development	• Social stories are used if a child needs additional/visual support. • Individual support may be required for some at less structured times. • Individual, focussed sessions with Mental Health and Wellbeing team, as appropriate.

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 
• All areas of the school are accessible to everyone including pupils with special educational needs. • Pupils feel safe and in an environment where bullying is minimal and dealt with effectively. • There is a named Designated Safeguarding Lead and a Designated Teacher for children in care. • Stimulating external play areas. • All areas of the school are inviting, engaging and positive and support learning and value all children's efforts. • Teachers focus on reinforcing good behaviour to promote a positive learning environment. • The school site is secure. • Rewards (Class Dojo) and sanction (yellow & red card) systems are understood well by the children and our Behaviour Policy is known by staff and children and followed consistently.	• Adjustable table available. • Quiet areas (tents/dark den) • Chewellery and move and sit cushions. • Writing slopes and pen/pencil grips. • Coloured over lays. • Improvements to the physical environment to increase the extent to which pupils with disabilities can take part in all aspects of school life.	• Tinted overlays and whiteboard tinting software used to support pupils with scotopic sensitivity. • Visual support camera used for visual impairment. • Access to 2 disabled toilets and a shower. • Disabled parking bay in staff car park with lowered kerb. • Classrooms/hall and corridors are made accessible for all pupils. • Ramped access to school premises from both front and rear of the building.

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 
• There are strong links between us and our main feeder pre-school and local secondary school. • Stay and play sessions are arranged in the summer term for all pupils starting in Reception in the September. • In the summer term all pupils spend 2 days in their next class with their new teacher and new support staff, where possible. • Transition meetings are held for every teacher to pass on information. • Reception teacher and a TA make home visits prior to the children starting school. • There is a phased start for Reception class children over the first week of the autumn term. • All of our local secondary schools have transition days in the summer term for YR6 pupils and some have additional activities during the year.	• There are strong links between our SENDCo and the SENDCo at our local secondary school and additional transition visits are arranged for those who will benefit from them in the summer term. • Transition meeting between secondary SENDCo, YR6 teacher and our SENDCo to discuss the needs and provision for the pupils on our SEN register. • Learning mentors from Redruth School visit YR6 pupils who need additional support with transition. • SENDCo will contact Early Years settings as appropriate before the children start each September. This is arranged as a result of EYFS teachers visits to settings.	• If required a transition book will be made with photographs and information about a pupil's new setting. • Additional transition visits for pupil and parents. • Secondary SENDCo is invited to Y6 annual review meetings. • Individual discussions with Secondary SENDCos and/or Safeguarding leads and pastoral leads as required.

10. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Specialists in learning, behaviour and child development.	Eleanor Bradeley – Trainee Educational Psychologist
Speech and Language Therapy	Advice and support for all speech and language and communication needs.	Website: www.cornwallft.nhs.uk cpn-tr.enquirslt@nhs.net
Child and Adolescent Mental Health Service	Support children and adolescents with a wide range of emotional, mental health and behavioural issues.	Email: cft.camhsmidreferrals@nhs.net
Penhaligon's Friends	Support and programmes to help bereaved children and their families.	Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth,TR15 1LU 01209 210624 or 01209 215889
Jigsaw	Therapeutic service supporting children who have experienced or witnessed physical or sexual abuse.	01872 323218 jigsaw@cornwall.gov.uk
Dreadnought Charity	Support and programmes to help children with behavioural and emotional difficulties.	The Dreadnought Centre 01209 218764 www.thedreadnought.co.uk
Education Welfare Service	Promote children's regular school attendance.	General enquiries 01872 324298 educationwelfare@cornwall.gov.uk

Autism in School Support Team	Provide support for children with autism, their families and schools.	01579 341132 autismteam@cornwall.gov.uk
Special Education Needs Assessment and Provision Team	Provide advice and guidance to ensure a child's Special Needs are appropriately identified and met.	01872 324242 send@cornwall.gov.uk
Sendiass	Provide information and support for parents and carers of children with individual needs.	01326 331633
Family Information Service	Provides impartial guidance on local services and support available to families.	0800 587 8191 fis@cornwall.gov.uk
Kernow Education Advice Line	KEAL provides early advice, guidance and information for parents, carers and students with questions or concerns about education. We help families understand learning, education choices and how children are feeling - and support them to get the right help at the right time.	Kernow Education Advice Line - Cornwall Council 01872 324497

Additional Information

1. **Pupil progress: How we assess and review pupils' progress towards outcomes.**

At Treleigh we rigorously assess and monitor the progress made by all of our pupils and respond to the needs of those who are not progressing at the expected rate, in a timely manner. We report to parents during every term either through parent consultation meetings or an annual written report. If a teacher has a particular concern they will request a meeting with the parents. We welcome parents to the school and appointments can be made through the office or directly with the class teacher.

2. **How we know how good our SEND provision is.**

The progress of our pupils is discussed frequently in conversations between the SLT and class teachers. This ensures that all pupils make progress and we look carefully at the provision in place to meet the needs of all pupils. We review provision and interventions regularly to ensure it best meets the pupils needs. If a pupil is not progressing we look carefully at why this is happening and what we can do to address this.

3. **Complaints procedure.**

In the first instance we would expect you to approach the school via the office and arrange to speak to the SENDCo, Mrs. Samantha Williams, or the Headteacher, Mr. Steve Proctor, and we would hope to resolve your issues. There is a copy of our School's Complaints Procedure on our website or a copy can be obtained from the office on request.

4. **Cornwall Council Local Offer.**

Cornwall's Local Offer can be found at - Family Information Service Cornwall

5. **Arrangement for admission into school.**

For admission into our reception class in September, any other year group in September or throughout the year see arrangements on the Cornwall County website, School admissions - Cornwall Council.

Since September 2016 parents/carers of children with and Education, Health Care Plan (EHCP) no longer have to make an application through the general school admissions system. All requests for a change of school during the school year ('in-year' admissions) and all requests for entry into school at the normal point of entry will be handled by the **SEN Assessment and Provision Team**. The process for SEN admissions can be found in Cornwall's Local Offer.

Mrs. Samantha Williams 

Mr. Steve Proctor 