



Ludgvan School

Our SEN Information Report

Date: November 2024

Ludgvan School, an Academy School - a thriving, happy and fun environment where everyone is valued and respected.

Our school is an integral part of a dynamic community, where everyone has the opportunity to achieve their full potential and become positive, independent life-long learners. Ludgvan School is a forward-thinking school, where we continually strive to improve our facilities and provision - our committed and professional team works tirelessly to that end. We pride ourselves on being a friendly, open school, where all children try to do their best from the moment they enter the Reception Class, to when they move on to secondary school.

Our one expectation is that, on any given day, each child works as hard as they can to reach their maximum potential - leaving each day being able to say with confidence and pride, "I can do it!"

In addition to an inclusive and supportive approach to SEN in every classroom, Ludgvan has also developed the 'Hive' area - here experienced Teaching Assistants support the children with the highest level of need. Each child has a bespoke curriculum, in which they can work in groups to develop confidence in their skills. Specific life skills, social skills and PSHE sessions are also developed according to need. Each child has a unique timetable, which balances time within the Hive, with time in their year group classroom. Our recent October 24 Ofsted said: *'The school identifies the needs of pupils with SEND swiftly. Staff adapt learning so these pupils achieve well alongside their peers. The school has created the 'Hive' base where pupils with additional needs receive effective support from expertly trained staff. Pupils who spend time in the 'Hive' are proud of their learning and motivated to be in school.'*

We are extremely proud of our school and its achievements, and to be a founder member of the **'Leading Edge Academies Partnership'**.

<https://www.leadingedgeacademies.org>

We are committed to developing the 'whole child' through the 3 core values of all the Leading Edge Partnership Academies - they are at the heart of all we do!

These are: Excellence- 'Outstanding quality', Evolution- 'Continuous change', Equity- 'Fairness and social justice' - (our 3Es)

Link to Special Educational Needs Policy/Equality and Diversity Policy and Access Plan:

<https://www.ludgvan.cornwall.sch.uk/policies>




Link to Cornwall Council's Local Offer: [Family Information Service Cornwall](#).

Name of the Special Educational Needs/Disabilities Coordinator: Miss Michelle Brant	
Contact details: m.brant@ludgvan.cornwall.sch.uk	01736 740408
Name of SEN Governor: Janet Pascoe	

The levels of support and provision offered by our school:




The information in the table below is a guide to the 'typical' levels of provision, as such, levels of support and provision will vary across time for individual children in response to their particular needs.

1. Listening to and Responding to Children and Young People:

Whole school approaches The universal offer to all children and young people (Wave 1 provision)	Additional, targeted support and provision (Wave 2 provision)	Specialist, individualised support and provision (Wave 3 provision)
 <ul style="list-style-type: none"> • School Parliament (half termly meetings) • Weekly PSHE lessons in class • Discussions with Governors / staff during monitoring visits • Questionnaires- pupil survey, last completed, end Summer 2024 • The views and opinions of all students are valued (pupil conferencing during monitoring) • Restorative conferencing with pupils • Whole-school assemblies • Pupil leadership roles: <ul style="list-style-type: none"> ○ Head Pupils ○ Team Captains ○ Learning Ambassadors in Year 6 	 <ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups including School Parliament • Additional provision is developed in light of pupil voice • Small group nurture sessions • Social skills groups • Lego Therapy sessions • Where appropriate, alternative methods of communication are used (e.g. Makaton, communication apps for non-verbal or EAL children) • Learning in class provides challenge for all - including adaptation for support and deepening 	 <ul style="list-style-type: none"> • Individual support is responsive to the needs and views of the pupil • Targets recorded in Student Passports are written with the children • Assess, Plan, Do, Review cycle followed to ensure best support is being given • 1:1 Draw and Talk sessions • 1:1 Nurture sessions • Pupil's views are shared in TAC meetings, termly or annual reviews and the development of EHC Plans • Pupils are fully supported in setting their targets • Documentation is presented in a format that




<ul style="list-style-type: none"> ○ School Parliament are voted for within each class, with 2 representatives selected. They meet to share school issues. In past have organised fundraising events e.g. book sales, then ordered resources, been involved in interviewee process for staff recruitment 	<p>understanding</p>	<p>is accessible to the pupil</p> <ul style="list-style-type: none"> • 'All About Me', or similar, form used to gain pupil views for SEND review meetings • Access to Nurture Provision timetabled according to needs of individuals in the 'Hive' area
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2. Partnership with Parents and Carers

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Regular parent consultation meetings with the Class Teacher- at least twice a year, but also available on parental request • Staff accessible with open door policy, staff approachable at beginning and end of day, as well as arranged meetings with the SENDCo when requested • Parents/Carers are encouraged to contact Class Teachers initially with any concerns • 1/2 termly newsletters • Use of Class Dojo for parents to contact Class Teachers, so they can be easily contacted at any time & will respond when it's appropriate and in a timely manner • Class Dojo also gives parents access to information about spellings, timetables, trips, homework, meetings and school events, as well 	<ul style="list-style-type: none"> • Coffee mornings/ meetings for parents of children with Special Educational Needs and/ or parents who would like to find out more about meeting parents needs • SEN forums with information about from the Early Help Hub and the link Family worker 	<ul style="list-style-type: none"> • Parents/carers are invited to school to meet with the Class Teacher and SENDCo if their child requires additional, targeted support • All parents of pupils with SEND are invited to termly reviews of their child's Student Passport, as well as on request • Assess, Plan, Do, Review cycle completed, and targets developed with parents • Student Passports created with parental involvement • Parents/Carers are actively involved in TAC meetings and SEND reviews • Parents/Carers are fully involved in transition meetings • Home/School books are used for parents and school staff to communicate daily • Access to the Early Help Hub for parental




<p>as ways to support at home</p> <ul style="list-style-type: none"> • Parents/Carers have volunteered to come in and help with responsibility for school animals and helping on class trips • Internet Safety sessions for parents, run by Computing Ambassadors - information about Internet safety is available on school website • The FLS (Friends of Ludgvan School) involved in lots of school projects, including developing the outdoor area and supporting the school library • Full parent report given at the end of the year, with <i>parent consultation meetings</i> held twice yearly • Parents given curriculum overviews at the beginning of each term • Each child has a reading diary to share reading at home & school - home reader of the week selected so they can share their favourite books from home to celebrate reading • All parents invited to community events, including: Harvest festival, Christmas nativities/ Christingle services, Easter services • All parents invited to school productions 		<p>support</p> <ul style="list-style-type: none"> • For parents of a child with an Education, Health and Care Plan (EHCP) an Annual Review meeting is held with all professionals involved <p>Outside agencies requested when needed, in partnership with parents, including:-</p> <ul style="list-style-type: none"> • Family services • Educational Psychologists • Speech & Language Therapists • Occupational Therapists • Autism in Schools Team • School Nurse • Early Support/ TAC meetings • SEN Support Services • Cognition & Learning Service • Physical & Medical Needs Advisory Service • Hearing Support Team • Child Adolescent Mental Health Services • Children in Care Team/ Virtual School • Other Agencies, such as Dreadnought, Penhaligon's Friends, HeadStart, Jigsaw • SENDIASS- Special Educational Needs & Disability Information, Advice and Support Service • Parent Carers Cornwall • Personalised attendance clinics which offer support • Education Welfare Officer
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3. The Curriculum

<p>Whole school approaches. The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Use of Adaptive Teaching within every classroom ensures that all children can access areas of the curriculum • At Ludgvan School we have a broad and balanced curriculum, which is subject specific. There are 6 themes throughout year and subjects link to these where possible/ relevant. These are: Wellbeing <ul style="list-style-type: none"> • Diversity and Inclusion • Being a local citizen • Being a global citizen • Looking after the environment • Aspirations • Through our inclusive approach, pupils are encouraged to work together regardless of need or ability • All lessons allow mixed ability working • We deliver an EYFS Curriculum which is practical and enables all pupils to achieve to the best of their ability. This uses the hygge approach, which creates a calm, cozy, and homey environment to promote children's wellbeing and development. This is the same approach used by our main feeder Nursery 'Oasis', which helps to support transition • All teachers complete detailed planning with 	<ul style="list-style-type: none"> • The curriculum is adapted and scaffolded to suit the needs of all pupils • Children who have not met the learning objective will be supported during the lesson or as a part of an intervention by a Teacher or Teaching Assistant • Small groups may be taken by a Teacher or Teaching Assistant for extra support • Booster sessions are offered to Year 6 children after Christmas as after-school sessions to provide extra support with learning • Nurture groups provide emotional support to children to ensure they are ready to learn • Quiet zones are available within the school (including the Nurture Provision within The Hive area) for children to complete learning if the classroom environment is overwhelming • Whole class provision maps in place • Termly pupil progress meetings track progress of specific groups e.g. Pupil Premium, SEND, Summer born children. 	<ul style="list-style-type: none"> • Teacher's plan to meet pupil's Special Educational Needs and ensure objectives are set out to meet individual needs • Children are provided with a personalised Learning Ladder/Choice Board to break down their learning into smaller steps • Personal ICT is used by children who struggle to record ideas in a written format (use of talk to text software and touch-typing programs to support computer skills) • Where necessary, some children will be provided with a personal electronic device to support with the recording of their ideas and to aid independence • The Engagement Model used as a curriculum planning and assessment tool for those children who require a personalised curriculum for pupils who are working below the national curriculum standard • Targeted interventions within the Nurture Provision facility for those with an additional need (Use of Read, Write, Inc. & Maths4Life schemes) • Where needed individuals have personalised curriculum, which is either accessed in the classroom with TA support or in the schools

<p>differentiated start points and scaffolding to help every child achieve</p> <ul style="list-style-type: none"> • ICT is used effectively across the school to enhance learning. All children in KS2 have their own Chrome book to support learning. These are 1 per pair of pupils in KS1. • Children who have not understood the learning in the morning are supported by a staff member during the lesson or during a planned intervention • Theme based approach used to create cross-curricular links where appropriate • Opportunities to work independently • Effective marking & feedback is used to move pupils on in their learning • Children use peer assessment • Structured routines are followed. • Oracy is developed through various strategies including using talk partners. Think-pair-share approach used in lessons • Opportunities for self and peer assessment and reflection on work by all • Whole school tracking system, using Arbor to track and monitor every child's progress 		<p>'Hive area', which has skilled and experienced TA's to deliver this either individually or in small groups.</p> <ul style="list-style-type: none"> • 'Bespoke' meetings with parents regarding specific issues • Dyslexia screening in place for using DST- J (Dyslexia Screening Test- Juniors) following either teaching staff or parental request. Designated staff member trained for this. • Coloured overlays • Home/School communication book used when needed • Individualised 'life skills' programmes if appropriate • Access to outside agencies including Dreadnought, play therapy to personalise curriculums & support as needed • Verbal feedback between parents and school at the start and end of each day as appropriate • Use of personalised ICT resources as needed e.g., IT programs as recommended by the P & Medical Needs Advisory Service/ Speech & Language • Outside Agencies are contacted for advice and support when appropriate: • 1:1- Speech and language support-TA's supported by Speech & Language Service to deliver • Autism Champion working alongside the Autism in Schools team • Educational Psychologist • Cognition & Learning service • Additional Sensory input in collaboration with the Occupational Therapy service/ EP Service • Multi agency (TAC) meetings to review areas
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4. Teaching and Learning

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • The school ensures quality first teaching to support the progress of all children • Use of Adaptive Teaching used to assess the strengths and needs of learners and adapt teaching accordingly to ensure all learners can meet expectations within every classroom. This ensures that all children can access all areas of the curriculum • The SLT regularly monitors the quality of the teaching and learning • Class Teachers and Teaching Assistants share planning and assessments to ensure all children have appropriate support and provision • Resources and working walls are easily accessible for all pupils • Children's work is marked effectively and verbal feedback is given so that children understand whether they have achieved the learning objective and the next steps in their learning • Children in Year 4-6 self-mark their work in order to develop independence and autonomy, 	<ul style="list-style-type: none"> • Class Teacher plans for pupils with SEND to have targeted support and provision, which may be individual or grouped according to needs • Teaching Assistants / Class Teachers work with small groups to ensure understanding, facilitate learning, foster independence, support pupils' focus and engagement • Pre-teaching • Children who have not understood learning in the morning will have the opportunity to work individually or in a small group later in the day, to help them reach the learning objective • Teacher or Teaching Assistant led interventions happen on a daily basis across the school • Quiet zones are available within the school (including the Nurture Provision within The Hive area) for children to complete learning if the classroom environment is overwhelming • Various resources are used to help scaffold 	<ul style="list-style-type: none"> • The curriculum is adapted and personalised for children with a Special Educational Need to ensure they are engaged and can access certain areas of the curriculum (e.g. Maths4Life scheme, use of children's interests) • Alternative methods for recording/ personal ICT is used by children who struggle to record ideas in a written format (use of talk to text software and touch-typing programs to support computer skills), as well as scribing, talking postcards etc • Sensory breaks allowed for to maximise learning • The Engagement Model used as a curriculum planning and assessment tool for those children who are not working below the standard of national curriculum tests & require a personalised curriculum (Teachers plan opportunities for children based around the 5 areas of engagement) • 1:1 support is in place for children who

<p>depending on the learning activity</p> <ul style="list-style-type: none"> • The school tries to ensure that all displays and learning aids are dyslexia friendly and are multi-sensory (coloured background on slides, dyslexia-friendly fonts, de-cluttered classrooms) • Visual timetables are used in every classroom • Sensory/fiddle resources are accessible within every classroom • Interactive strategies are used - children having cards to hold up, lollipop sticks etc • Flexible groupings in classes • Effective and differentiated questioning in all lessons • Multi-sensory learning opportunities are used • Effective use of IT e.g. Ed Shed, TT Rockstars, timetable.co.uk, White Rose videos • EYFS: Practitioners bear in mind the characteristics of learning to build a picture of how Reception children learn and progress. ELG's are used to assess reception children at the end of the year- assessment grids used for each child for each are as part of continual assessment • Homework is directly linked key skills of reading, spelling and times tables • Instrumental music lessons available on parental request to all via Cornwall Music Trust • School holds regular trips for all children with all topics including outdoor trips and/or visits from speakers. • Assemblies themed around core British values, protected characteristics, diversity & inclusion and PSHE lessons • Class and school rules are consistently emphasised and referred to with a positive 	<p>and structure work</p>	<p>require more intensive support, but independence is encouraged when possible</p> <ul style="list-style-type: none"> • Life skills program to generalise learning • Personalised curriculums as needed, which follow professionals advice • External agencies are contacted when specialist advice is needed on teaching for children who require highly specialised additional provision: <ul style="list-style-type: none"> • Educational Psychologist • Cognition & Learning Service • Autism in Schools team • Speech & Language Service • Use of 'The Hive' area for carefully planned 1:1 or small group sessions (planned by the Class Teacher based on the child's personal outcomes) • Targeted interventions within the Nurture Provision facility for those with an additional need (Use of Read, Write, Inc. & Maths4Life schemes) • Personalised 'Go' grab bags available to individuals who need resources to help them manage. These could include: ear defenders, sensory toys/ resources, calming activities, emotions cards/ key rings etc.
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approach to these adopted at all times. These have been simplified so they can easily be remembered & referred to: Respect, Ready, Safe

5. Self-Help Skills and Independence

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Independence and self-help skills are instilled in all pupils from EYFS to KS2 • Visual timetables and clear instructions are shared with all pupils • Success criteria are clearly explained and displayed for pupils to refer to • Pupils are rewarded for demonstrating independent learning skills • Pupils are aware of steps to success • All classes take part in outdoor learning sessions each week • Most staff use the traffic light system for easing transition between activities (displayed in classrooms) • Resources are clearly labelled throughout the school to support children's independence in accessing resources • Across KS2, children access some of their learning via Seesaw with clear instructions and support guides to help them through their learning 	<ul style="list-style-type: none"> • Children can access personalised provision, appropriate to the individual lesson to support learning. This may include: small group support from the Teacher or Teaching Assistant, additional visual support in the form of task boards and mind maps • Learning Ladders/Choice Boards are provided for some children who need learning broken down into smaller steps • Sensory/fiddle resources are available in each classroom and are accessed by children with Sensory Processing needs • Personalised reward charts are used for some children to support their focus and completion of tasks 	<ul style="list-style-type: none"> • Where appropriate, personalised visual timetables, traffic lights and now/next boards are utilised to support the development of independence • Where necessary, Personal Care Plans, Behaviour support plans and Risk Assessments are devised with the parents and carers with the aim of promoting self-help skills • The School Nurse service can be consulted to further encourage independence in toileting • Personalised Life Skills sessions, 1:1 or within a small group, to develop independence and self-help skills for later life (e.g. visit the shop, baking), delivered within the Nurture Provision • Task Boards • Now and Next boards • Individual visual timetables • Visual cues




<ul style="list-style-type: none"> • Displays and working walls are used to support children's understanding • Whole school reward and behaviour policy. E.g. certificates including 'Star & Reader of the week' and other class-based reward systems, such as Class Dojo's are used to reward self-help skills and independent learning • Adult modelling of expectations and interactions • Consistent routines and behaviour expectations • Regular PSHE sessions based on Kapow resources, which also teach mindfulness techniques • Class teachers assign jobs/ roles within their class. • School Parliament are voted for within each class, with 2 representatives selected. They meet to share school issues. In past have organised fundraising events e.g. book sales, then ordered resources, been involved in interviewee process for staff recruitment 		
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6. Health, Wellbeing and Emotional Support

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Positive behaviour is reinforced throughout the school with behaviour policy reviewed at beginning of year by all staff to ensure consistency of approach 	<ul style="list-style-type: none"> • Where appropriate, children participate in intervention groups to promote emotional well-being 	<p>For children who require additional support with their emotional health and wellbeing:</p> <ul style="list-style-type: none"> • 1:1 weekly Draw and Talk sessions • 1:1 weekly Nurture sessions




<ul style="list-style-type: none"> • A restorative approach is used towards behaviour (children are provided with time to talk to each other to resolve issues) • Weekly PSHE sessions are taught throughout the school using Kapow • Teachers and Teaching Assistants carefully monitor all children's emotional wellbeing • Behavioural incidents are recorded on My Concern and resolutions are supported by staff, as needed • Individual class reward systems • Whole school use of Class Dojo and Team Points • The 3Es (Excellence, Evolution and Equity) are promoted throughout the school • School rules promoted and referred to regularly in a range of situations across school: Respect, Ready, Safe • There is a Designated Safeguarding Lead (and two deputies) and a designated member of staff for Previously Looked After Children and Children in Care • There are two Mental Health Leads within the school • Individual class systems to support emotional understanding and wellbeing (e.g. Colour Monsters, books, posters) • The contributions of every child are valued - secure and supportive learning environment • Commitment to physical activity and high quality PE, as well Tabata, Go-Noodle activities built into school day • A wide variety of extra-curricular clubs available for all age groups • All staff receive updated Child Protection and Prevent training to ensure wellbeing of all pupils • Staff trained in Restorative Justice 	<p>For groups of children who require additional support with their emotional health and wellbeing:</p> <ul style="list-style-type: none"> • Weekly Lego Therapy sessions • Use of 'The Hive' area or the junior workspace for children who require learning within a small group or a quieter environment • Fun Fit program • Use of Circle time for groups if needed • NHS Education Mental Health Practitioner (EMHP) can work with small groups • Targeted group interventions within the Nurture Provision facility for those with an additional need (Social Skills groups, focus on PSHE skills) 	<ul style="list-style-type: none"> • NHS Education Mental Health Practitioner (EMHP) can work on a 1:1 basis after referral by SENDCo/ Mental Health lead • Children with specific medical conditions have an individual Health Care Plan • Staff working with children with medical needs receive annual training • Additional support for pupils can be requested from specialist agencies such as; School Nurse Service, CAMHS, Social Care, Family support, Bereavement Services e.g. Penhaligan's Friends (as required), Behaviour Support Services (as required), Autism in Schools Team (as required) and CIC Virtual School • TAC, Early Support meetings and Annual Reviews are supported by a range of agencies • Referrals to Dreadnoughts or a Play Therapist can be made for children who require specialist support • School in communication with child counselling services for children who require more emotional support e.g. Penhaligan's Friends, Dreadnought • 1:1 Meet & Greet • Individual sensory breaks • Visual Cues/individualised emotional support • Individual risk assessments • Individual behaviour support plans • Use of social stories • Intimate Care plans
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7. Social Interaction Opportunities

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Whole-school assemblies encourage recognising and celebrating achievements as well as links to the community through regular visitors and guest speakers • All children take part in weekly PSHE sessions using Kapow • Parents are invited to special assemblies, open afternoons and coffee mornings during which children present their work & achievements • A wide range of after-school clubs are on offer, these enable children within different year groups to interact • A wide range of residential trips are available annually for every year group. These include: <ul style="list-style-type: none"> • Y1- Sleep over in school • Y2- St Ives residential night away • Y3- 2 night local residential • Y4 Porthpean outdoor education 2 night residential • Y5- 2 night residential trip to London • Y6- Local Adventure week • The 3Es (Excellence, Evolution and Equity) are promoted throughout the school • School rules promoted and referred to regularly in a range of situations across school: Respect, 	<ul style="list-style-type: none"> • Support for groups that are struggling to interact appropriately is available from trained staff, including where appropriate: • Weekly Social Skills groups • Weekly Lego Therapy sessions (focused on teamwork and turn-taking) • Weekly Nurture group sessions provided for children who require extra social support • Personalised Life Skills sessions, within a small group, to encourage social interaction within the wider community (e.g. trips to the shop) 	<ul style="list-style-type: none"> • Support for groups that are struggling to interact appropriately is available from trained staff, including where appropriate: • Weekly 1:1 Nurture or Draw and Talk sessions for those children who require extra emotional support • Use of Makaton or a communication app for children who are non-verbal or EAL to facilitate their social interactions with others • Social Stories/Comic-Strip Conversations are used to support individual pupils • Support during break times for those who require scaffolding with social interactions (some children have a 1:1 adult) • Specialist staff have received Makaton Level 1 training in order to communicate with non-verbal students




<p>Ready, Safe</p> <ul style="list-style-type: none"> • Outdoor Learning sessions run on site (weekly for every class) • Children across the school have access to the School Farm • School Parliament meetings • The whole school have learnt Makaton to encourage social interaction with non-verbal students • Quiet/safe space provided for children who need it 		
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8. The Physical Environment

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody • Children feel safe and secure in their environment and empowered to ask for help when required • There is a Designated Safeguarding Lead (and 2 Deputies) and a designated member of staff for Previously Looked After Children and Children in Care • Teachers focus on rewarding good behaviour to promote a positive learning environment • There is a disabled toilet on site • An accessibility audit is completed each year with appropriate adjustments made as a result. This year 	<ul style="list-style-type: none"> • An area is available to children that need to have some quiet space to reflect on an incident or to calm down • Sensory/fiddle resources are available in every classroom for children with Sensory Processing needs 	<ul style="list-style-type: none"> • A 'distraction free' or personal workspace can be set up for a child as needed within the class space. • Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards • Specific members of staff within the school have received positive handling training, which is reviewed and updated regularly • Specialist equipment allows disabled pupils to be independent • Designated teaching areas are available,

<p>County have agreed to convert the schools disabled toilet into an area where there will be a full disabled changing facilities and accessible shower.</p> <ul style="list-style-type: none"> • Where possible, classrooms are dyslexia-friendly and multi-sensory (dyslexia-friendly fonts, coloured slides, de-cluttered classrooms) • Resources are clearly labelled and displayed in every classroom and are accessible for all • Sensory/exercise breaks are planned in throughout the day for every class • The school site and grounds are secure throughout the day to ensure children's safety at the busy arrival and leaving times of day (gates are locked at 8.30-9am and 3-3.30pm) • Appropriately sized tables, chairs and furniture for each class to give full access for pupils • Displays in the classroom assist learning, encourage interaction and promote excellence in the children's work • Flexible learning - inside and outside • Water available in all classrooms • 		<p>dependent on the specific needs of the children</p> <ul style="list-style-type: none"> • Dedicated resources are matched to children's needs (e.g. adjustable chairs, specialised cutlery) • Moving and handling training is offered to staff when necessary (this is bespoke to the individual needs of children) • There are changing facilities on site for those children who require personal care (with a Personal Care Plan and Risk Assessment in place as agreed by parents) • For children who require changing, resources are kept at adult level to minimise the risk to the child's safety (put in place following a Risk Assessment and as agreed by parents) • Personal risk assessments are in place for specific children who might try to leave the school premises
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9. Transition from Year to Year and Setting to Setting

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • There are strong links with our feeder Pre-school Oasis, which is on site 	<ul style="list-style-type: none"> • Additional transition sessions are arranged according to the specific needs of individual 	<ul style="list-style-type: none"> • SENDCo attends all Annual EHC Plan Reviews & requests staff from nurseries/ secondary

<ul style="list-style-type: none"> • Pre-school children visit school regularly in the Summer Term before they start • Transition booklets are made and shared on Class Dojo for every year group (photos of new staff, classroom and an explanation of the changes). These go home at the end of the Summer Term for the children to refer to over the summer break • Secondary staff visit pupils and staff early in the Summer Term to aid transition • Pupils in Year 6 attend their Secondary School for transition activities • School staff visit Nurseries and Pre-schools to observe children and discuss their needs • Transition opportunities are provided in the Summer Term for children in the school to move to their new class and meet their new Teacher • Class Teachers meet every Summer Term to pass over information about every child in order to aid transition • Class Provision Maps are created every year to provide information about every child 	<p>and identified groups of children</p> <ul style="list-style-type: none"> • Student Passports created for children needing extra support and passed on to the next Class Teacher 	<p>schools when appropriate</p> <ul style="list-style-type: none"> • SENDCo meets children, parents and key workers prior to transition days • When required, Outside Agencies are involved with children/families and attend meetings where possible • 1:1 transition sessions are arranged with the new Teacher/SENDCo to observe the child within class and to get to know them before the transition takes place (e.g. visiting a nursery before the child joins us in Early Years) • 1-1 visits to secondary school, as needed accompanied by staff when needed • Extended transition arrangements arranged on individual basis with secondary schools • One page profiles written for children in Y6 so they can share essential information about themselves on transition visits and when meeting new teachers in secondary school • Early identification of 'key worker/mentor' to help build familiarity (as required) • Identified transition arrangements in the summer term • Joint transition meetings between schools with parents/ child
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10. The SEND qualifications of, and SEND training attended by, our staff:

The SENDCo Michelle Brant has completed the National Award for SEN Coordination (PGCert) Nov 2011 and regularly attends SENDCo network meetings to keep up to date with local and national changes.

Michelle Brant is also our Previously Looked After Child and Children in Children Lead. She is the school representative during PLAC (Previously Looked After Children) meetings and CiC (Children in Care) review meetings. She attends training from Awena- Cornwall's CIC virtual school at least once per year.

The designated staff in school for child protection are: Designated Safeguarding Lead- Jo Martin- Laity (Deputy Head Teacher) Deputy Designated Safeguarding Leads Rob Hamshar (Head Teacher) and Michelle Brant (SENDCo).

They have all had Tier 3 training on Child Protection and Safeguarding.

The Educational Psychologists offer support and training to staff who need it. This year our assigned EP is Jennifer Zaidi Cohen.

Extra training opportunities are available and are delivered in house by the SENDCo, Senior Leadership Team, Subject Leaders, Educational Psychologist or Outside Agencies. Some examples of these are: Attachment, Autism, Learning Styles, Dyslexia, Restorative Justice, Adaptive Teaching.

All staff have received training on:

- Level 2 Safeguarding training
- Prevent anti- radicalisation training
- Anti- bullying
- FGM
- In-house training on delivering Maths and English
- In-house training on using ICT effectively
- In-house training on supporting children with Special Educational Needs

The majority of staff have received training on:

- Dyslexia friendly practise
- Restorative Justice
- Emotion Coaching
- Awareness of the SEND Code of Practice

Specialist support staff have also received training on:

Autism
Dyslexia screening
Speech and Language
Draw and Talk
Nurture

Lego Therapy
 Bereavement training
 Attachment
 Social Stories
 NELI
 DCD training
 Sensory Processing
 Positive Handling
 Makaton (Level 1)

The school has a program of Online training delivered through The Flick Learning platform to keep all staff updated. For 2024-5 a full rolling program of Online training, as well as training with other schools across the MAT has been planned. This includes:

- Annual Child Protection & safeguarding update training
- First Aid
- Child on Child abuse
- Data Protection & GDPR in Education
- Prevent anti- radicalisation training
- Online safety
- SEND Code of Practise
- Understanding Sexual Harassment & Sexual Violence
- FGM- Female Genital Mutilation

Services and organisations that we work with:

Please note each outside agency that we work with will have a different eligibility and referral process, which can be given upon request from the SENDCo and in some cases information can be found online, where indicated. In many cases either the school, SENDCo or parents can make a referral, although the school always aim to work in partnership with parents as this is both more effective and best practice.

Service/organisation:	What they do in brief:	Contact details:
Early Help Hub	Early help hub support the processing of referrals to appropriate professionals. Services you can request from the Early Help Hub <ul style="list-style-type: none"> • Early Support - Supporting Change in 	https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/ 01872 322277 earlyhelphub@cornwall.gov.uk

	<ul style="list-style-type: none"> • Partnership (SCIP) • Early Support - Team Around the Child (TAC) (professional request only) • Early Years Service • Family Support • Health visiting • Portage • School nursing • Targeted Youth Support • Video Interactive Guidance (professional request only) 	
Speech and Language Therapist (SALT) 1:1	A referral can be made which is triaged, a professional phone call will be made with a therapist and then if the SALT feels 1:1 intervention needed, 1:1 assessment will take place. The SALT will work with support staff in school to deliver interventions and targets given. These targets may need to be worked on at home as well as in school.	https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/ 01208 834488
School Nurse	Advice given to parents and school based on individual medical cases also support for sleep problems and wetting	Referral through to School Nurse via Early Help Hub directly or through SENDCo https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/ 01872 324261 hvsnadvice@cornwall.gov.uk
CAMHS	1:1 mental health assessments: anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs	Referral through school or GP https://www.cornwallft.nhs.uk/camhs/
Educational Psychologist	Advise school on support for children with SEND	Referral through SENDCo https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/educational-psychology/
Cornwall SEND Support Services	Range of teams that school can refer to include: Autism in Schools Cognition & Learning	Referral through SENDCo https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-

	Physical Disability or Medical Needs Speech, Language and Communication	services/
SEN Casework Officer	Provide advice to the SENDco Manage the school's EHCP paperwork Assess and amend EHCP paperwork	01872 324242 statutorysen@cornwall.gov.uk

Assessment and Identification of ASD and ADHD

This process has recently changed. The SENDCO at school has received training on how to use the Neurodiversity Profiling Tool. Parents and school staff will work together to write a Neuro-developmental Profile of any child who they think has signs of any neuro-diversity, creating a plan with strategies they can all try to implement.

This plan has to be put in place in the setting for at least 12 weeks, reviewed and then if needed/ wanted school can refer for a consultation meeting for further advice.

If accepted at this meeting then it could be decided to go down a diagnostic route for ADHD and ASD.

1. Pupil progress

Progress of each child is very closely monitored by Class Teachers and within Key Stages.

Targeted intervention is put in place to support the children to make progress and gain skills to help them develop.

Children who are on the SEN Register of Need have a Student Passport, which outlines personal targets.

What is the assessment process?

The school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It will be used to provide feedback on how they can continue to improve. Termly Pupil Progress meetings are carried out with each class teacher, their classroom TA and members of the Senior Leadership Team. These in-school summative assessments are used to inform teacher assessment about the achievement, progress and wider outcomes of the children.

At Ludgvan School we:

- Identify attainment in reading, maths and spelling using standardized tests in years 1-6 each term;
- Use these standardized tests to support accuracy of teacher assessments, and record results on the schools online tracking system (Arbor). This is used by teachers, senior leaders and governors to monitor progress and attainment;
- Complete detailed analysis of the attainment and progress of cohorts and groups of pupils (eg. gender, disadvantaged pupils, SEN, Pupil Premium) via the school tracking system. This is used by school leaders and governors to inform school improvement planning and curriculum development. The school will use this data to build on from successes and evaluate and plan for any less successful areas;
- Use recorded summative data to inform termly pupil progress meetings between senior leaders and teachers, ensuring that this informs teaching and supports intervention and support needed for pupils;
- Ensure that summative assessment data is accessible by both teaching staff, parents and governors;

- Use summative data during transition between year groups. This information will tell teachers how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression indicating both the understanding and depth of learning of the curriculum objectives.
- This summative assessment is used alongside formative Teacher Assessment, so a full accurate picture of a child's progress is available.

How We Assess and Identify Need

Our Criteria for placing children on School Record of Need

A child will be placed upon the Record of Need using the school's criteria, this includes when:

- A specific area of need has been identified through assessment (either internally or externally), that impacts upon educational progress and/or attainment.
- Children have previously been placed 'On Alert' and /or on the class provision map, but have had little or no impact on progress and/or attainment.
- The pupil requires teaching/ intervention and/or support that is 'additional and different' to the school's usual universal provision.
- The pupil may be accessing support from external professionals, (although this is not a necessary requirement- some children may remain 'On Alert' and on the class provision map).

The child's class teacher and SENDCo then use more detailed guidance to identify the child's main area of need.

For example: When will a child be put on school record of need for 'Cognition & Learning' ?

- When there is a concern about lack of progress and there is a need to provide interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum,
- Concerns may be raised by: teachers, parents/carers, pupils or other agencies,
- Triggers may be a child makes little or no progress despite receiving differentiated learning opportunities, a child has difficulties developing literacy / numeracy skills. See below for advice on Standardised Scores

Standardised Tests (backed up by Teacher assessment and over the course of at least 2 terms)

For Reading standardised tests and / or Maths- White Rose test:

If SS = 76- 85 - place on SEN Support

If < SS 76 place on SEN Support- but may also consider use of outside agencies

For maths (at present) - Achieve less than 50% is below ARE- age related expectations- assessed at WTS- working towards the year groups expectations, 25% or below would be BYG below year group expectations- staff would be monitoring closely to consider if child should be placed on School R.O.N

Other Indicators:

If a child not achieving key skills at age expectation, such as:

Key words vocabulary

Phonic knowledge- not meeting age expectation in the Phonic screening

EYFS - Early Learning Goals

These children need to be indicated that they have been placed on the Record of Need on Arbor and on their own Pupil Passport.

Targets on Pupil Passport's should be SMART:

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Timebounded

Children and parents should understand the targets and should be involved in the target setting processing. Targets should relate to English or Maths assessments and should include the strategies to be used to overcome barriers to learning. In some cases targets may be linked to personal, social and emotional targets.

How we know how good our SEN provision is:

Evaluating Success

In line with the SEND Code of Practice 0-25 the school continuously monitors and evaluates the working of the SEN provision through using a Graduated Response and through applying the **ASSESS - PLAN - DO - REVIEW cycle**. To do this we use pupil passports for children on the Record of Need and class provision maps:

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning is pupil centred and outcomes focused and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

The 'assess, plan, do, review' cycle is recorded on individualised Pupil Passport's, which class teachers review termly, in line with pupil progress meetings.

Our provision is constantly reviewed. We work closely with other specialist professionals to ensure we are providing the children with the best provision for their individual needs. We focus on the whole child and work closely with parents to provide the best possible outcomes.

Challenge Partners review the school once a year. They provide feedback, advising the whole staff on what is working well and highlight areas of improvement.

The SENDCo constantly monitors the SEN provision within school through book looks, learning walks and pupil conferencing to ensure the best practice is happening across the school.

If you wish to complain:

The procedure for managing complaints is:

- Parents consult with class teacher;
- Parents consult with SENDCo / Head Teacher / Governor;
- Parents are given information about Parent Partnership Groups including SENDIASS <https://cornwallsendiass.org.uk/> ;
- Records of all events are kept in writing;
- Parents will be invited in to discuss their difficulties face to face;
- Parents will be communicated with in writing;
- If parents have a concern the aim would be to contact them immediately or within a short timescale ;
- Refer to complaints procedure document.

Please follow the link to our policies (including the SEN and complaints policy) for further information: <https://www.ludgvan.cornwall.sch.uk/policies>
Any other policies can be made available upon request to the school.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS): [Family Information Service Cornwall](#)