



Aspire Academy Trust

Crowan Primary School

SEND Information Report and Local Offer 2023 - 2024



Welcome to Crowan Primary School – ‘Dream, Believe, Achieve’

At Crowan Primary School we are proud of our inclusive ethos, where everyone matters and everyone, whether a child, parent or carer, or member of staff, is highly valued and respected.

All children are closely monitored, supported and challenged to reach their potential in all areas of their development throughout the school. Inevitably, though, children's needs differ. As a result, some children require additional support in one or more areas of their development. So where necessary, and with the full engagement of the parents / carers and staff who work with the child, additional support, interventions and/or programmes of work are implemented to ensure that every child is fully challenged and feels happy, secure and pleased with his or her progress and achievements.

The school works closely with a wide range of specialist agencies who are able to help in the assessment of, and provision for, a child, when needed. Whatever their needs, all children are always encouraged to take part in all aspects of school life, in so far as this is in their interests and capabilities.

[Link to Aspire SEN Policy](#)

[Link to Aspire Equality and Diversity Policy](#)




[Link to Accessibility Plan](#)

Name of the Special Educational Needs/Disabilities Coordinator: Miss Tamsin Harris




Contact details: hello@crowanschool.org or 01209 831455

The levels of support and provision offered by our school

1. Listening to and responding to children and young people




| <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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| <ul style="list-style-type: none"> • Crowan Primary School staff consult children and their families to ensure that the pupil voice is heard and responded to throughout the school. Children are encouraged to share their views through pupil, group and class conferences, questionnaires and school council meetings. | <ul style="list-style-type: none"> • Children with SEND are included in all aspects of conferencing opportunities and consultation. They are supported where necessary to develop their voice. Each child is encouraged to consider who their trusted adults are (those staff with whom they feel they have a very trusting relationship and prefer to speak with). | <ul style="list-style-type: none"> • Children's views are taken into account when planning and reviewing individual support. • Wherever possible, the children's views contribute to SEND reviews and TAC meetings. |

2. Partnership with parents and carers




| <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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| <ul style="list-style-type: none"> • The school works in partnership with parents to ensure the best possible educational experience for their children. • Clear systems exist for parents to talk to, or get messages to, or discuss concerns about their child's learning with relevant members of staff, by appointment. • When circumstances allow, parents are | <ul style="list-style-type: none"> • Parents may be invited to specifically targeted support and training. • Interventions which are identified to meet children's needs are discussed with parents. | <ul style="list-style-type: none"> • Parents are consulted before and during SEND assessments and programmes of support. They are invited to participate in a range of reviews and meetings and their input is an integral part of TAC meetings and SEND reviews. • Termly conversations take place to discuss progress and set goals. |

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| invited into school to share children's learning in 'open learning sessions' and discuss children's progress at termly parents meetings. If face to face meetings are not possible, staff use 'Teams meetings' or telephone calls to contact parents. | | |
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3. The curriculum




| Whole school approaches. The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • All students, regardless of their ability or needs, have full access to the curriculum. • Topic 'question-based' learning and a focus on creativity, enquiry and investigation appeal to and stimulate the children's interest. • Parents receive information about the curriculum which is displayed on the school website. These include guidance to aid parents to support their children's learning at home. | <ul style="list-style-type: none"> • Diverse teaching strategies and carefully targeted support and interventions make the curriculum accessible and meaningful for children experiencing any difficulties. The curriculum might be differentiated for individuals or small groups through task, equipment or level of support. | <ul style="list-style-type: none"> • Some children require a higher level of support and might need an adapted, personalised curriculum. • Individual Education Plans and Education Health Care Plans detail specific curriculum provision made to meet children's individual needs and are regularly reviewed and updated. |

4. Teaching and learning

| Whole school approaches The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • A range of teaching styles and differentiated teaching strategies are used to ensure the involvement and progress of all pupils. • Children are supported to work in small groups, in pairs and individually, and preferred learning styles are identified and used. • Children have a clear knowledge of expectations regarding their learning and they know what they have to do to make progress. • Effective questioning is used to gauge the attainment and progress of children, who in turn respond to teachers' feedback and marking by editing and improving their work. • Visual timetables, learning walls and a wide range of resources enhance the children's access to their learning. | <ul style="list-style-type: none"> • Specific support and provision are targeted for children with SEND. • Teachers and teaching assistants work with small groups or individuals to ensure understanding, foster independence and keep children focused. • Small group interventions target literacy and numeracy, speech and language, coordination and motor control, self-esteem and social skills. • Independent student learning is supported through the use of technology, for example dedicated computer programs. • Special examination arrangements are put in place for tests for some children, for example the use of scribes and extra time. | <ul style="list-style-type: none"> • Precision teaching develops targeted skills and programmes of intensive support are provided for those who would be unable to follow the main curriculum with their peers. • One to one support is put in place when necessary for those with significant learning difficulties, for example in communication, vision and hearing and those who have autism, social and emotional difficulties, global learning delay and sensory needs. • The school and families are supported by the Aspire Inclusion Team and outside agencies such as the Speech and Language Service and Autism Team. |
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5. Self-help skills and independence




| Whole school approaches The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • Independence is encouraged from an early age. • All children are supported and encouraged to be responsible and thoughtful learners. • Strategies for independent work are taught and reinforced and children learn to be resilient. • Resources are stored, organised and labelled to ensure easy independent | <ul style="list-style-type: none"> • Some children have personalised equipment and resources which help them to cope without adult intervention, for example fidget toys, overlays, specialist pencils and sand timers. | <ul style="list-style-type: none"> • Teaching assistants working one to one with children with significant or complex needs are trained to withdraw where possible to encourage the children to do as much as possible for themselves. • Children are supported in specialist aspects such as medical needs, toileting and life skills. • Personalised timetables, 'now and next' |

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| access by all children. | | boards, social stories and visual cues also facilitate children's independence. |
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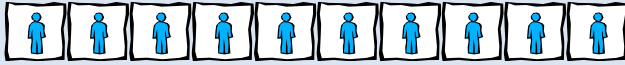


6. Health, wellbeing and emotional support

| <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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| <ul style="list-style-type: none"> • The school ethos has a strong focus on the health, safety and happiness of all children. • Crowan Primary School has a qualified 'Trauma Informed School' practitioner. • PSHCE lessons and class conferences are totally inclusive. • All children are encouraged to name 'trusted adults' from the school staff to support them if they have a problem. • Golden tickets from lunchtime teaching assistants reward good behaviour at lunch times and house points are awarded by teaching staff to celebrate the efforts, attitude and success of all pupils. • Specialists from outside agencies can be accessed by the school to support children with issues such as bereavement. • All staff are trained in Safeguarding and Child Protection procedures and receive refresher training annually. The Designated and Deputy Safeguarding Leads oversee and ensure the wellbeing of all children. | <ul style="list-style-type: none"> • Some groups of children receive extra support with issues such as self-esteem, social skills and anger management. Programmes may be run by members of staff, or specialist input sought if necessary. Children's wellbeing is discussed at pupil progress review meetings and intervention groups are set up to meet identified needs. • Emotional wellbeing needs and issues are able to be identified within whole class profiling and addressed using a range of supportive strategies. | <ul style="list-style-type: none"> • A nurturing approach is used with individuals who are experiencing significant emotional difficulties and need help to overcome psychological hurdles and cope with feelings and experiences which they find challenging. Individual needs can also be identified and targeted using the Boxall Profile and the Motional programme. • Pastoral support is provided on a 1:1 basis for children experiencing significant emotional difficulties. • Staff are trained to recognise the need for, and to obtain, support from other agencies such as Educational Psychologists, Family Support Workers and CAMHS (Child and Adolescent Mental Health Service) when the need arises. The school has been assigned an Education Mental Health Practitioner who visits the school to support specific children and their families. • Individual Care Plans and Intimate Care Plans are created and put into place to manage children's specific medical needs. |

7. Social Interaction opportunities




| Whole school approaches The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • All children have equal opportunities for social interaction and are taught to communicate effectively with each other, with adults within the school and with visitors. • All have access to trips, after school clubs and social extra-curricular activities. | <ul style="list-style-type: none"> • Social skills groups target specific children who require support. • Children can be supported one to one, in pairs or within small groups to develop and enhance their communication skills. | <ul style="list-style-type: none"> • Some children have individualised support to enable them to attend an after school club. • Social stories and modelling help some children to develop social understanding. • Picture communication systems such as 'PECS' are used to help some children to communicate. |

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 |
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| <ul style="list-style-type: none"> • All areas of the school are accessible to all pupils and dedicated staff oversee safety in all areas on a daily basis. • The school has a secure site and robust systems of site access /security. • All staff undertake regular First Aid training. • Staff in the Early Years are trained in Paediatric First Aid. • All children know that bullying is wrong and are confident that issues will be dealt with by staff. | <ul style="list-style-type: none"> • A number of staff have undertaken 'Team Teach' de-escalation and positive handling training in order to ensure staff and pupil safety. • Adapted equipment is made available in response to children's needs. • A whole school accessibility audit is carried out annually. | <ul style="list-style-type: none"> • Every attempt is made to enable children with a disability to have full access to learning and other opportunities: reasonable adjustments are made in terms of adult support, physical spaces and resources and personalised arrangements related to individual needs. • Wheelchair access is in place throughout the school site. • Personalised Emergency Evacuation plans |




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| <ul style="list-style-type: none"> • An annual 'Anti-bullying week' brings key issues into focus and gives an opportunity for children to explore them in a safe context. • Online safety information is discussed at the beginning of ICT lessons. • The school environment is bright, attractive and learning-focused. Corridors and public spaces reflect the creativity and artistic talents of children of all academic abilities. | | <p>are drawn up for all children for whom they are appropriate.</p> <ul style="list-style-type: none"> • Specialist equipment such as seating or a sloping desk is sourced or made available according to need. |
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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 YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • A transition programme takes place which includes familiarising each child with their new learning environment and staff, as well as class routines • Transition visits to next classes take place, as well as meetings with teachers. • Strong links exist with onsite pre-school and other settings. Meetings and visits are set up for children joining the school to acclimatise, meet staff and explore learning spaces. • Secondary transition is jointly supported by Crowan Primary School and the local secondary schools and usually involves pupils visiting and key members of staff from local secondary schools visiting Crowan to work with children. • Year 6 pupils take part in a transition day in their new schools in the second half of the Summer | <ul style="list-style-type: none"> • Small groups are identified to receive extra support and enhanced opportunities to visit and find out more about their next setting. • Small group social skills sessions explore feelings and children are prepared for significant changes together. | <ul style="list-style-type: none"> • Individual children and their families have a personalised transition programme drawn up to ensure the best possible transition for those who find it most challenging. Individual visits, meetings and information- sharing support this process. • SENDCos from both settings meet to discuss children's Individual Needs and oversee smooth transition. |

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10. The SEND qualifications of, and SEND training attended by, our staff

| To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community | To enable targeted support and provision | To enable specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • All teaching and non-teaching staff take part in a wide range of training relevant to the needs of the pupils, for example: <ul style="list-style-type: none"> - Safeguarding and Child Protection - First Aid - Emotional wellbeing and mental health - Phonological awareness and memory - Team Teach - Speech and Language support • The SENDCo attends local meetings to receive important updates. • SEND training needs of all members of staff are identified through discussion at Pupil Progress Review mtgs, SEND review meetings and where a child with individual needs joins the school. A plan to meet their needs is then put into place. | <ul style="list-style-type: none"> • Where small groups require specific provision, training will either be led by a member of the SEND team, or a staff member who has already received this training. If necessary, training will be accessed via an outside agency. | <ul style="list-style-type: none"> • Some very specialised training is arranged for staff according to need, for example when supporting a child with complex medical needs. Parents would always be consulted and informed in such cases. |

11. Services and organisations that we work with:

| Service/organisation | What they do in brief | Contact details |
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| Child and Adolescent Mental Health | Support children and young people in | Contact the Early Help Hub : |

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| Services Cornwall (CAMHS) | dealing with emotional. Behavioural or mental health issues. | 01872 322277 Email: earlyhelphub@cornwall.gov.uk |
| Child Development Centre (CDC) | A Local Authority area resource for preschool children experiencing significant difficulties in certain aspects of their development. Support parents /carers and Early Years Foundation Stage providers in how best to teach and meet needs of young children. | Truro Child Development Centre Royal Cornwall Hospital (Treliske) Dolphin House Truro TR1 3LJ Tel: 01872 253878 07966 862591 |
| Cognition and Learning Services | This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: • Specific Learning Difficulties (SpLD - including dyslexia) and • Moderate (or general) Learning Difficulties | Cognition and Learning Advisors cognitionandlearning@cornwall.gov.uk |
| Cornwall Autism Spectrum Team | Support children with a diagnosis of Autism. The team includes advisory teachers, specialist therapists and Autism Spectrum Team workers. | Autism Spectrum Team 01872 323210 admin.staustell3@cornwall.gov.uk |
| Early Help Hub | Identifies the most appropriate Early Help service for a child or young person by receiving requests from parents and professionals, assessing the need on the request and matching it with the right support service. Services include: <ul style="list-style-type: none"> • Autistic Spectrum Disorder Assessment Team • Early Years Inclusion Service • Health Visiting (over 2 years) • Parenting Support • School Nursing • Speech and Language Therapy | 01872 322277 Email: earlyhelphub@cornwall.gov.uk |
| Educational Psychology | Educational Psychologists are specialists in | Aspire Educational Psychologists |

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| | learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. | Aspire Academy Trust 01726 438613 |
| Educational Welfare Support | Our assigned Educational Welfare Officer (EWO) can provide help and advice on: Attendance issues Bullying Child Protection Exclusion | Aspire Academy Trust 01726 438613 |
| Family Support | The Family Information Service (FIS) offers help to families in the form of free and impartial advice, guidance and signposting to a wide range of agencies and services for children and young people aged 0-20 (or 25 if they have additional needs) | Family Information Service 39 Penwinnick Rd, Saint Austell PL25 5DR Freephone: 0800 5878191 |
| Penhaligon's Friends | Bereavement Support for children, young people and their parents and carers. | Website: http://www.penhaligonsfriends.org.uk Telephone: 01209 210624 |
| Speech and Language Therapy Team | The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing. | Cornwall Partnership NHS Foundation Trust, Carew House, Beacon Technology Park, Dunmere Road, Bodmin PL31 2QN Email: cpn-tr.Enquiries@nhs.net CFT support: 01208 834600 |

12. Pupil progress

Every child's progress is monitored and evaluated on an ongoing and discussed with the school's head termly. Progress is shared with pupils through marking, feedback and regular pupil conferences. Parents are invited to discuss their child's progress at least once per term and more frequently if their child has individual needs. For any child with specific learning difficulties, regular conversations take place for both parents and teacher / SENDCo to share in the child's progress and plan their next steps.

13. How we know how good our SEN provision is

We evaluate the effectiveness of provision for pupils with SEN by: • Conducting learning walks • Scrutinising teachers planning and children's books • Analysing assessment data • Reviewing pupils individual progress towards their targets each term • Reviewing the impact of interventions • Analysing feedback from pupil conferencing

14. If you wish to complain

All concerns should be brought to the school as soon as they arise in order to resolve any issues as soon as possible – this is always in the interests of the child. Parents are asked to speak first with the child's class teacher, and then the SENDCo if the matter has not been resolved. Following this, a formal complaint would be required. The procedure for managing complaints about SEND provision is the same as for other complaints and can be sourced by requesting a copy of the school's complaints procedures.

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. Pupil progress

Pupil progress is monitored, at least termly, through the collection of data and termly progress meetings. During these meetings, the SENDCo, class teacher and Senior Leadership Team will look closely at the progress that has been made. Provision will be adapted as a result of the meeting. Progress will also be monitored through the pupil's IEP targets. After each cycle, the plan will be reviewed and progress towards each target will be monitored. New targets will be set according to the progress made and provision adapted accordingly.

2. How we know how good our SEN provision is

Rigorous monitoring of the SEN provision is in place. This is a triangulation of information involving the pupil data; book looks and learning walks; and discussions with parents, pupils and staff. When this information is collated together we can see the impact that provision is having for the pupils. The school also uses the Aspire SEN charter Mark as a way of gauging the quality of Provision. This is a set of standards which have been written, using the Code of Practice 2014, to ensure expectations are in place. Penryn Primary Academy have achieved the Gold award.

3. If you wish to complain

In the first instance, the class teacher is the best person to speak to. Following this, the SENDCo, then the Head of School are the next points of contact. If you would like support from outside of the school, SENDIASS are able to offer impartial information, advice and support. They can be found at: <https://www.cornwallsendiass.org.uk/>

Answers to Frequently asked Questions

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

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Crowan Primary School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are regularly discussed and reviewed by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo)/Head of School. Following these meetings, steps will be taken to address any concerns you may have about your child.

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, parents as well as the child themselves. Half termly progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed.

4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Crowan Primary School we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. 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. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support.

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

Crowan Primary School 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 Parent Consultations in every term, and annual

reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. We also hold informal sessions throughout the year where parents can come to drop in sessions to work alongside their child. 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 of School at your request.

6. What support will there be for my child's overall well-being?

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 have a designated TIS practitioner who works closely with identified groups and individuals to give further targeted support.

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

At Crowan School 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. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

8. What specialist services and expertise are available at or accessed by your school?

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

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

Everyone is included in everything at Crowan School. 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.

10. How are the school's resources allocated and matched to children's 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 register 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, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. 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 Educational Plans (IEPs). These plans are individually tailored to each child on the SEN register 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.

11. How is your School Offer reviewed?

Our School Offer is reviewed on an annual basis using feedback from a range of sources alongside recent training and CPD.

12. Who can I contact for further information?

Please contact the school on 01209 831455, or message hello@crowanschool.org.

Completed: September 2023

Next review date: September 2024