

Shortlanesend School

Our 'SEN Information Report and Local Offer' for the inclusion of all students including those with Special Educational Needs and Disability (SEND)

Date 23/09/2025

Shortlanesend School is a school which endeavours to provide inclusive learning for all pupils, including those with Special Educational Needs and Disabilities (SEND). All our children can enjoy and participate in a broad and exciting curriculum with additional extra-curricular activities such as trips and after school clubs available to engage their interest and develop their social, academic and physical skills. Differentiation enables all children to access learning at the level that meets their needs and allows them to achieve their full potential.

Link to Special Educational
Needs Policy (if available)

Special Educational Needs
and Disability (SEND) Policy

Link to Equality and Diversity
Policy

Equality and Diversity Policy

Link to Accessibility Plan

Accessibility Plan

Name of the Special Educational Needs/Disabilities Co-ordinator: Mrs Tracy McLennan

Head Teacher: Miss Lisa James

The levels of support and provision offered by our school

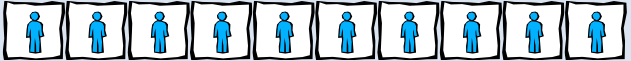
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning. • SEND provision overview and SEF/Audit. • Comprehensive Trust wide training sessions for all staff and SENDCo. • Whole School Trauma Informed Schools Approach – advice and guidance to support staff, children, and communities. • Ensure parental/family engagement. • Whole school approaches to embed new school routines.	• Robust systems of assessment including Developmental Journal (EYFS) and Small Steps Tracker (KS1 / KS2) to ascertain where pupils are now and establish gaps in knowledge and learning. • Review of IPM's for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target and respond to presenting needs now. • Tailored and reviewed intervention programmes. • Multiagency collaboration and referrals. • Collaboration with Aspire Inclusion Team and Aspire Area SENDCo. • Individual Motional assessments / Boxall profiling tool to ascertain	• Review EHCP provision / outcomes ensuring they are accurate, and any adjustments addressed through formal processes with the Local Authority. • Ensuring parental engagement in IPM's through discussing progress, next steps and pupil, parent and school staff having input into IPM targets. • EHCP risk assessments when required. • EP planning and support sessions when required. • Multiagency collaboration and referrals. • Collaboration with Aspire Inclusion Team and Aspire Area SENDCo. • Individual Motional Assessments / Boxall profiling tool to ascertain

	emotional wellbeing and plan support accordingly. These will be reviewed at least termly. Visual supports and social stories to communicate whole school routines and expectations.	emotional wellbeing and plan support accordingly. These will be reviewed at least termly. Visual supports and social stories to communicate whole school routines and expectations.
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1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- The views of all children are listened to and valued. - Children's opinions are voiced to the school through: - pupil premium and SEND pupil's voice questionnaires - pupil interviews - class discussions - school council - Children's achievements both in and out of school are celebrated and shared through assemblies and displays. - Safeguarding and SEND concerns are discussed at staff meetings and briefings.	- SEND children are encouraged to be involved with any feedback groups. - SEND children contribute their ideas to reviews through completing pupil's voice questionnaires. - SEND children are given additional support through differentiated planning, scaffolding, supportive resources, and adult guided group work.	Individualised support is responsive to children's views through: - Children are asked their opinions, and these are included in Annual reviews, Early Support TAC meetings/multi-agency meetings and when writing Individual Provision Maps. - Targets for Individual Provision Maps and progress made is discussed with pupils and parents and these are then updated working with pupils and parents. - The children are encouraged to talk with the SENDCo team (SENDCO and Teaching Assistants). - Support staff are available to advise

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	• Specialist, individualised support and provision 
• The school works in partnership with all parents and carers. • The parents and carers of all students are invited to parent meetings. • Children's progress and targets are shared with parents. • Parents and carers are made aware of who to contact if they have any concerns. 1) Class Teacher 2) SENDCo team 3) Head Teacher • Newsletters, social media, the school website and texts keep parents and carers informed about what children are learning, school events and dates. • Where necessary parents are given support to access multi-agency support. • Welcome meetings for every class take place in the Autumn Term.	• Children have the opportunity to be involved in extra- curricular clubs and activities. • Parent meetings, differentiated homework, differentiated spellings, reading tasks and records involve parents in supporting their child's progress. • The Head teacher, Class teachers, PSA and the SENDCo team are happy to arrange appointments to update parents and listen to parental concerns. • Parents are encouraged to contact school at any time to address any concerns. • Parents are informed the minute school has concerns about a child's learning needs and are involved and informed about what strategies are being put in place to support their child. • Parental coffee mornings are held as information sharing and networking	• Parent and carers are actively invited to discuss and attend Early Support TACs/Multi-agency meetings, Individual Provision Map reviews, Speech and language reviews and Annual review meetings. • Parents, carers, and children's views are an integral part of review meetings of EHCP's / Individual Provision Map's. • Advocacy is available to ensure parent views are taken into consideration. • Documentation is available for parents and carers to read in a format accessible to them. • Support is available to discuss and explain paperwork. • The SENDCo is available to discuss issues concerning children with SEND. • The SENDCo liaises with other

Parents have the opportunity to attend termly Family Support Worker drop in sessions.	opportunities. Parents have the opportunity to engage in the SPACE programme. A programme which is aimed at supporting parents and children emotionally.	agencies and ensures parents are involved in this process and have any additional support they need. - The SENDCo and PSA support parents with any challenges at home and signposting where additional help is available. - Children with behavioural challenges have individual behaviour plans, risk assessments, safety plans and reward systems and these are shared with parents. - PINS coffee mornings to support our families with ASD. - Termly SEND meetings with parents to discuss and update parents regarding children with SEND needs.
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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 
- The curriculum is designed to ensure the inclusion of all students. - All children have access to the curriculum.	Intervention work is focused on specific areas of need. The progress of children in intervention schemes is reviewed regularly. Interventions are evaluated and continued, adapted, or	Specific, directed planning will support children where it is not possible for them to access classwork. The planning will be linked to class work but adapted to the level of individual

- Extra-curricular activities are actively encouraged, and provision made to attend out of school activity opportunities.
- Pupil progress is monitored regularly.
- Pupil progress meetings are held with class teachers and HOS and include discussions about all pupils.
- All children have access to resources to support their learning.
- Access to the Read, Write Inc Phonics Programme.

discontinued as appropriate.

- Our targeted intervention schemes include:
 - Teacher/TA support in English, Maths, social skills, and behaviour for learning.
 - Read, Write Inc literacy support
 - Numeracy pre-teaching
 - Social skills
 - IDL Maths programme
 - IDL Dyslexia programme
 - Read, Write Inc phonics programme
 - Fun Fit
 - Motional and/or Boxall profiles
 - Outdoor learning opportunities
 - Sensory support – Sensory breaks, Calming boxes, Chewllery, Wobble cushions etc
- Small group peer mentoring takes place to develop children's confidence and aspirations.
- Assessments including dyslexia at risk screening, dyscalculia screenings, speech sound screenings, Motional screenings and Boxall profiles are used to identify pupils who need specific interventions.

needs to allow progress.

- Some children who have more complex and severe barriers to learning may have a select team of adults working with them.
- Some children with specific needs may have more individualised interventions including:
 - Draw and Talk therapy
 - Trauma Informed Schools – Motional Plan/Boxall Profiling
 - Funfit
 - Outdoor learning opportunities
 - Sensory support – Specific individualised plans, Sensory Room, Specific sensory resources or equipment in place.
- Some children with specific needs may have individual peer mentoring.
- Some children will have individual behaviour plans, safety support plans and risk assessments to address and support their needs.
- Our Inclusion policy ensures SEND children are an integral part of our approach to learning.
- Some children with specific needs will access the curriculum through a bespoke timetable.

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 
• Lessons are planned and scaffolded to meet the needs of all students. • Lesson objectives and success criteria are displayed and explained to all children, so they know what they are learning and what they need to do. • Teacher feedback is specific and includes what the pupil has done well and how to improve their work. • Marking ladders and success criteria are used. • Verbal and written feedback are used with children. • Children are given Digging Deeper and Addressing Misconceptions time which allows them to address teacher's requests and marking. • Children are encouraged to take responsibility and pride in their work through non-negotiables and peer-marking. • Children are rewarded with stickers /	• Independent work is supported with technology including, ➢ Interactive whiteboards ➢ iPads ➢ Chromebooks • Readers and scribes are put in place to support children in test situations. • TA support is targeted towards specific groups. • SENDCo, Class teachers and TA's share information and lesson plans to ensure that pupils with SEND have targeted support and provision.	• Personalised, differentiated and scaffolded work focussing on specific learning styles is provided, enabling children to work independently, whenever possible. • 1:1 support is provided if needed for short intensive support sessions. • For more intensive support e.g. for those with physical difficulties, sensory difficulties, speech and language, visual impairment and if they have an EHCP, they may have a select team of adults around them. • Specialist support and advice is available from external agencies such as: ➢ Educational Psychologists ➢ Physiotherapists ➢ Occupational Therapists ➢ Physical and Medical Needs Advisor ➢ Autistic Spectrum Support Team ➢ Cognition and Learning Service ➢ Visual and Auditory Specialists ➢ Early Support Team

certificates moving up the ladder for good learning behaviours. - Children are given responsibilities within class and school to develop their engagement with the school community and independence. - Good quality training and CPD for all staff.		➤ Speech and Language Therapists ➤ Aspire Inclusion 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 
- Teachers plan for and encourage independent learning. - Children are given roles within the classroom and within school to encourage citizenship and independence. - Children are taught strategies to develop independence for life skills and academic work. - We use the Metacognition approach to learning. - Children are encouraged to access resources needed for learning.	- Chromebooks and iPads are available to support children who need alternative methods of recording. - Fun fit intervention groups to support self-help/co-ordination skills. - Individual visual supports to develop independence in key areas of self-help. - Teachers and TAs use resources, questioning, visual supports, concrete resources, and verbal prompts to develop independent working skills.	- TAs working with individual children encourage the students to be as independent as possible. - ICT is used to record children's work. - Resources provided by Physiotherapy, Occupational Therapy or other services are used to develop children's independence. - Some children may be allocated resources which enable them to have 'dual occupation' whilst listening such as fiddle toys. - Some children may have sensory

- Children are taught social and problem-solving skills throughout the curriculum and in PSHE lessons. - Teachers and TAs ensure children are confident in what needs to be done before beginning independent work. - Teachers talk through homework tasks with children so that the children are confident about what they need to do. - Children are taught throughout the school to take responsibility for entering class and putting away their reading folders and coats, changing independently for PE, taking care of possessions and keeping their classrooms tidy.	Some pupils may have widgets to support reading and understanding of text. Widgets are small images which we use to support access.	resources which they have access to when needed. Provision is made to ensure children access out of school activities.
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
- PSHE curriculum is delivered to all children. - Science and PE curriculum include healthy eating, looking after our teeth and how exercise effects the body.	- All adults provide pastoral care to any of our children who ask for help including: ➤ Teaching Assistants ➤ Teachers ➤ SENDCo team ➤ Head of School	- Early Support TAC/Multi-agency meetings and reviews are supported by a range of agencies. - As needed additional support is requested from: ➤ CAMHs (Children and

• Themed assemblies are used to promote awareness of important issues. • Any emotional issues, disagreements or bullying are dealt with by staff immediately and reported to class teachers. • Additional lessons are included if specific issues have arisen. • Teachers, TAs and the SENDCo help the children to understand both their own feelings and those of others. • Trauma Informed Schools whole school approach.	• Vulnerable children are partnered with 'mentors'. • Extracurricular sports activities and out of school competitions and events are actively encouraged to increase students' health and well-being. • Children may have group intervention for social skills and supporting development of friendships. • EYFS and KS1 have free fruit provided. Milk is provided to EYFS children daily and there is an opportunity for parents of those who are in receipt of free school meals to apply for this also. There is the opportunity for all pupils to receive milk if parents complete necessary paperwork and pay for it. • Reception and KS1 have access to free school lunches to provide a nutritious, warm meal daily. • Big Brush Club, work alongside Nursery, Reception, Year 1 and Year 1 for dental health. • Reception and Year 6 children have heights and weights monitored. • Reception children have sight screening.	- Adolescent Mental Health Service) ➤ Primary Mental Health in Schools Team ➤ Schools allocated Education Mental Health Practitioner ➤ Dreadnaughts ➤ Penhaligons' Friends ➤ School Nursing Team ➤ First Light ➤ Educational Psychologists ➤ Health visitors ➤ Speech and Language ➤ Physiotherapists ➤ Occupational Therapy ➤ Vision and Hearing Support Teams ➤ Aspire Inclusion Team ➤ Family Support Workers ➤ Social Care - and other outside agencies as appropriate. • As needed children access individual mentoring. • As needed children may have access to Draw and Talk, TIS • Health Care Plans are created to support children's medical and physical needs. • Support and monitoring is provided for children with eating and toileting difficulties. • Outdoor learning opportunities.
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	• Year 1 children have hearing screening. • School nurse attends coffee mornings to provide additional information and support where needed. • Outdoor learning opportunities.	• Some children with specific needs may access additional therapeutic activities. • Children with specific needs will have a Personal Evacuation Plan in case of emergency. • Specialist CPD for staff supporting children with complex additional needs. • Individual TIS sessions
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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
		
• All children have opportunities for social interaction in class and on the playground. • As well as regular group work in class, there are many opportunities to work in year groups, key stage groups and whole school activities.	• Fun fit groups support motor skills but also supports social skills and interaction. • Small group TIS intervention. • KS2 Aspire Games days bring opportunities for inter-school relations.	• TA's working with individual students support development of social skills and may deliver specific programmes. • Some children may have individual Mentoring. • Staff trained in Lego Therapy.

• School trips take place to enhance curriculum needs. • Year 3, 4,5 and 6 children have the opportunity to take part in camp during the Summer term. • All children are actively encouraged to participate in after school clubs and we celebrate achievements in out of school activities through assemblies and our newsletter.	• KS1 Aspire Games days bring opportunities for inter-school relations. • EYFS Aspire Games days bring opportunities for inter-school relations. • Secondary School Sports Festival brings opportunities for Year 5 children to be sports leaders and support children from all key stages across the school. • Staff trained in Lego Therapy. • Access to outdoor learning.	• TIS interventions • Interventions with Cornwall Mental Health Support Team • Intervention groups via PINS Project, Cornwall. • Specific small lunchtime groups to support social interactions, develop turn takings and encourage safe play.
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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 children with SEND. • Children are in an environment where they feel safe and where bullying is minimal and dealt with promptly and effectively. • There are named Designated Safeguarding Leads: ➤ Miss Lisa James (DSL)	• Children have quiet safe areas and are encouraged to use them to calm down. • Resources are made available to support learning and inspire confidence. • Key staff are PRICE trained.	• Specialist equipment and IT resources in classrooms enable children to be as independent as they can whenever possible. • A team around the child approach is provided for all children where needed, including those with an EHCP, to ensure they can access all aspects of the curriculum.

➤ Mr Mark Easter (Deputy DSL) • All areas of the school provide a positive learning environment. • The rewards and sanctions system are maintained across the whole school reflecting the school rules and expected behaviour. • Teachers focus on positive rewards for good behaviour with 'In it, to win it's', stickers and certificates. • There are always trained First Aiders on site to deal with accidents when required. • All EYFS staff are Paediatric First Aid trained. • All children are taught about personal safety such as road safety, Fire safety, E-safety and how to call emergency services.	• Support bars are fitted in toilets where required. • Access to safe spaces • Outdoor learning areas. • Sensory room.	• 1 accessible changing facility is available for children. • Children with specific needs have access to sloped writing desks and chairs which support posture. • Diabetic trained staff work within areas of the school where needed. • Epilepsy trained staff work within areas of the school where needed. • Ramp access to all areas of the school. • 1 disabled parking bay.
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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
		
• We have strong links with our key Secondary Schools. • Children visit their new classes at the end	• Pupils who are identified as requiring additional transition support are provided with a transition book which is accessible electronically and paper	• The SENDCo of the new school will be invited to the Annual Review meeting for year 6 children.

of the summer term to meet their new teacher(s) and work with their new classmates. • The Nursery and Foundation Stage work closely together. • Transition days are held for Nursery children and their Parents in the Summer Term. • Transition meetings are held between teachers and external nurseries to discuss children and any concerns. • Internal transfer meetings are held between class teachers and SEND team. • Transition meetings are held for transition from Nursery to school and Year 6 to Year 7.	based. These go home over the Summer to support parents in preparing their children for the return to school. • Vulnerable children visit new classes and new teachers individually throughout the Summer Term. • New children and their parents are welcome to visit the school for a tour prior to joining the school. • Transition meetings are held for parents of children who are on the RON for Reception and Year 6 parents to engage with relevant staff and discuss key issues. • Information to and from external settings shared with SENDCo team with parental consent. • TAs work closely with children with SEND prior to and during times of transition. • Meeting held between Penair and Richard Lander SENDCo's and our SENDCo to share information on all SEND pupils, with parental consent.	• The SENDCo team will support and advise parents about the transition process. • Additional transition sessions are held for those that need it and parents are welcome to be involved. • Children with SEND may have extra visits to their new school in year 6. • ASD champion runs meetings with parents. • Additional parent meetings for parents to meet and discuss thoughts and concerns with Richard Lander and Penair staff if required.
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10. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapists	The SALT 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.	Referral through the online Children's Speech and Language Portal Cornwall Or Enquiries through cpn-tr.Enquirslt@nhs.net
SEN Support Services		• Augmentative and Alternative Communication Team: aacsupport@cornwall.gov.uk • Cognition and Learning Service: cognitionandlearning@cornwall.gov.uk • Hearing Support Team: sensorysupportservice@cornwall.gov.uk • Physical and Medical Needs Advisory Service: physicalandmedicalneeds@cornwall.gov.uk • Vision Support Team: sensorysupportservice@cornwall.gov.uk • Communication Support Service css@cornwall.gov.uk
Educational Psychology	Educational Psychologists are specialists in learning, behaviour and child development.	Referral via SENDCo Team and Aspire Academy Trust 01872 276372
Early Years Inclusion Team	The Early Years Service helps children with additional needs and/or disabilities aged 0-5 to learn, play and develop.	eyis@cornwall.gov.uk Early Years Advice Line: 01872 322906
Early Help Hub	They provide support, advice and signposting to relevant support services for parents and schools.	01872 322277 earlyhelphub@cornwall.gov.uk
Child and Adolescent Mental Health Services (CAHMs)	Supporting and assessing children who have mental health concerns.	www.cornwallft.nhs.uk

Educational Mental Health Practitioner (EMHP)	Supporting children with their mental health.	Alice Marler Referral via school SENDCo Team
Health Visiting and School Nursing	School Nurses provide confidential advice and health information. They also carry out height and weight checks in Reception and Year 6.	Through the Early Help Hub 01872 322277 earlyhelphub@cornwall.gov.uk
SEN Assessment and Provision Team	Conducts assessment for EHCP's and reviews and monitors implementation.	01872 324242 send@cornwall.gov.uk
Family Information Service	Supports families across Cornwall with free, impartial information and advice.	0800 587 8191 https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/

11. Pupil progress

Children with SEND have Individual Provision Maps with specific, measurable, achievable, realistic targets to support their progress. The learning passports show what support is being put in place to enable the children to achieve their targets. These are shared with parents and pupils. Progress towards the targets is monitored closely and recorded. Parents are invited to review meetings where progress is discussed and they are involved in setting the next targets. Individual Provision Maps are reviewed termly with parents. Any parent can request a meeting with the class teacher, a member of the SEND team or the Head Teacher. All children's progress is monitored closely and regularly and any concerns with progress are discussed with the Head Teacher and the SEND team.

12. How we know how good our SEN provision is

At Shortlanesend School we are always monitoring and evaluating the quality of our SEND provision. We monitor our provision through governor monitoring visits, SENDCo observations and learning walks and conversations with pupils. We then put in place a development plan to lead SEND forward which forms part of the whole school SEF (Self-Evaluation Plan). We also ask parents for feedback and comments during review meetings and through electronic parental questionnaires.

13. If you wish to complain

The first point of contact for concerns should be the class teacher. If you feel that there are still concerns or questions unresolved then contact the SENDCo or Head Teacher to arrange a meeting.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: [Family Info](https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/)

<https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/>

Answers to Frequently asked Questions

1. How does your school know if a pupil needs extra help?

All class teachers regularly monitor the progress of the children in their class. In addition, termly reviews and data scrutiny highlight any concerns. The SENDCo team regularly discusses with teachers and closely monitors any children whose progress or behaviour may be causing concern. We follow the Aspire SEND identification flow chart which ensures we comply with the Graduated Response.

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 SENDCo and / or the 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?

Class teachers are responsible for the children in their class. However, all staff will work in partnership with the children and their parents to help the children achieve their full potential.

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

An exciting, balanced curriculum is adapted each lesson to include all children and their learning styles.

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

Teachers plan appropriate support for groups and individuals as needed. The SENDCo team co-ordinates additional intervention to support groups with specific needs. All staff are happy to talk to parents about their children's targets and how they can support their child's progress at home.

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

In the Autumn and Spring/Summer Term you will be invited to a parents' open event to discuss your child's progress. Children with SEND will have an additional parent teacher meeting to discuss progress and update learning passports termly. All children will receive a report on their progress in the Summer Term. In addition, the teachers and SENDCo team are happy to meet with you at any time to discuss your child's progress.

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

At Shortlanesend 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 their 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 or accessed by your school?

Please see the list on page 17 and further information can be found on the Family Information Service website.

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

The Special Educational Needs and Disability Co-ordinator (SENDCo) has achieved the accredited Post-Graduate Diploma in Special Educational Needs Co-ordination, a year-long qualification which looks in depth at the differing types of special educational need and research into a wide variety of educational topics as well as how best to support children with SEN in school. Each term a minimum of one staff meeting is spent supporting teachers in provision for children in their class with SEND. Teachers and TAs also have many training opportunities to address specific barriers to learning. All staff complete online training modules. In the Summer Term we evaluate staffing and training needs which are then met through ongoing training for specific children.

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

Activities are planned with an awareness of the needs of all the children in the group and appropriate risk assessments made and appropriate adjustments are made to ensure inclusion.

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

Children are introduced to transition through visits and transition picture books. TA support and additional visits are arranged as necessary. The SENDCo team will support parents by arranging and leading additional transition meetings with the necessary people if required.

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

The school receives funding to deliver education to all the children. Where additional support is necessary, resources are provided where possible. If a child has profound and multiple needs the school can apply for top up funding, via an Education Health Care Plan from the SEND Provision and Assessment Team.

13 How is the decision made about what type and how much support my child receives?

All children's progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed, and evaluated regularly.

14. Who can I contact for further information?

Please contact the school office who can direct you to our Head of School, a Senior Leader, the SENDCo team or class teacher as appropriate.

15 What should I do if I feel the SEN Information Report and Local Offer is not being delivered or is not meeting my child's needs?

Our open-door policy is there for you to come and discuss any concerns you may have.

16 How is your SEN Information Report and Local Offer reviewed?

Our local offer is a working document which will be updated as changes occur. In addition, it will be reviewed annually.

If you have any concerns regarding this local offer, please contact:

Mrs Tracy McLennan SENDCo

Miss Lisa James Head of School