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Where everyone is welcome
Where learning is fuelled by creativity
Where great things happen

Threemilestone School Special Educational Needs and Disability (SEND) School Offer updated 2024.

Autumn Term 2024. The SEND School Offer will be updated annually or at a time where individual needs are necessitated.

This SEND School Offer has been written by the SENDCo and SLT in consultation with the Headteacher and staff. It has been shared with the governing body, parents, carers and children and is published on the website. This report is to be read in conjunction with our Equality Policy and Plan (which is inclusive of SEND) and the SEND Information Report.

Threemilestone Primary School SEND Information Report complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Jan 2015)
- Schools SEN Information Report Regulations 2014

Responsible Persons

The responsible persons for SEND are Mrs Ewart (SENDCo – National Award for SEND 2012), supported by Mrs Webb (assistant head teacher)

The governor responsible for SEND is currently Jasmin Tregidga



Aims and Objectives

- The staff and governing body will do their best to ensure that the necessary provision is made for any child who has special educational needs and ensure that, where the Headteacher or the appropriate governor has been informed by the LEA that a child has special educational needs. These needs will be made known to all who are likely to work with them.
- Our school ensures an equal opportunities approach, as set out in our Equality Policy and Plan, which is an inclusive, whole school approach to the teaching, learning and education of all children.
- Threemilestone Primary School is aware of the importance of identifying and providing for those pupils who have special educational needs or a disability, and those who are high ability or have significant medical needs.
- The SENDCo will draw up and report annually on the effectiveness of the school's work for children with special educational needs, report this to the Headteacher and Governors, and will then share this on the school website.
- The staff will ensure that children with special educational needs join in the activities of the school together with children who do not have special educational needs, so far as that is practical and compatible with the child receiving the necessary provision, the efficient education of other children in the school and the best use of resources.
- The school applies an Accessibility Plan to ensure our school is inclusive. (It is updated every three years or as individual needs necessitate).
- The staff will aim to include pupil and parent voice in all aspects and stages of SEND provision within the school.

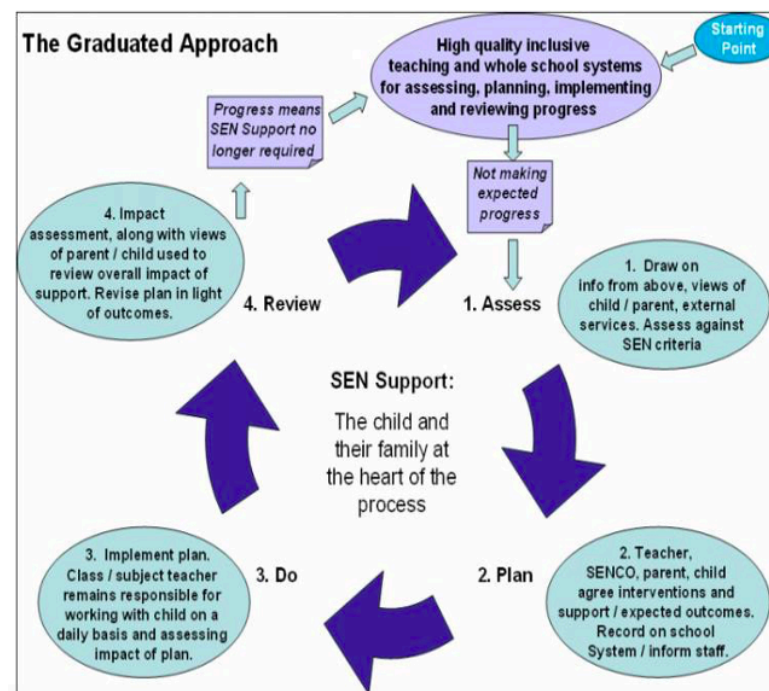
The Graduated Approach

The graduated approach describes the process by which Threemilestone Primary School identifies and manages children with SEND. There are three levels of support and provision offered by our school:

1. Whole School Approaches – All children in the school receive this universal provision;
2. Additional, targeted support and provision – Some children who are not making expected progress may access some of this additional support; and
3. Specialist, individualised support and provision – specific individuals with more significant needs may access additional provision through this specialist provision.

There are 4 areas of need as defined in the Code of Practice (Jan 2015):




- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Difficulties





The levels of support and provision offered at Threemilestone School

This section of the SEND Information Report details the three levels of provision that are available in our school to provide effective learning. Decisions as to which support children receive will come from consultation with the teacher, SENDCo, SLT and Head Teacher, and will be shared with the children and parents/carers as part of the graduated approach.

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Detailed planning and objectives for the whole curriculum. • Termly opportunities for parents/carers to meet teachers for all children • Pupil conferencing • PALS – Pupils As Leaders representatives • Access to a Pupil Support Mentor • Annual pupil questionnaires 	<ul style="list-style-type: none"> • Children who have SEND are included in all consultation groups • Additional provision is developed in light of pupil voice 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the child • Child’s views (where possible and appropriate) form an integral part of TAC meetings and SEN Assess, Plan, Review meetings. • Child’s views are incorporated into personalised curriculums (Learning Plans) • Documentation is presented in a format that is accessible to the child where possible, and child views are collected through a range of media.

2. Partnership with parents and carers

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

<ul style="list-style-type: none"> • The school works in partnership with all parents/carers. • We have an 'open door' policy whereby parents/carers may talk to staff members at the beginning and the end of the day. • Parents/carers attend FACE2FACE meetings in the Autumn and Spring terms, with a report in the Summer Term, and meeting opportunities to follow up on it. • Parent/Carer Questionnaire sent home annually (February). • Parental/carers weekly newsletters and letters home. • Parent/carers meetings for information sessions. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions about supporting their children at home. • Virtual sites such as 'Times table Rockstars' and 'Spelling Shed' are available to support learning at home. • Parents/carers are able to contact school about concerns at any time. • Support via the Early Help Hub, such as family support workers and the school nursing service.. • Contact with families via phone or email. • Additional meetings to discuss specific needs outside of FACE2FACE meetings. • Tapestry is used in our Early Years classes to help document and share learning with parents/carers 	<ul style="list-style-type: none"> • Parents/carers are supported in attending, and are actively involved in, all TAC meetings and SEND Assess, Plan, Review meetings where their views are an integral part of the process. • All parents/carers of children on the Record of Need are invited to termly Learning Plan review meetings. • For children working with outside agencies such as Speech and Language Therapist, Educational Psychologist etc. Parents/carers will be invited into school to meet with these professionals to understand the nature of the support taking place. • Padlets are in place for children with an EHCP. These document the additional provision, and are shared with parents as part of Learning Plan meetings.




3. The curriculum

<p>Whole school approaches The universal offer to all children</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all children. • All children, regardless of ability, have full access to the curriculum. 	<ul style="list-style-type: none"> • Intervention packages are needs lead. (See section 4). • The progress of all children taking part in intervention groups is measured every term. 	<ul style="list-style-type: none"> • Children are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary. • Adaptations for all curriculum subjects



<ul style="list-style-type: none"> • Lessons are planned and delivered catering to all styles of learners. • Termly data tracking to identify children who need specific interventions. • We ensure a broad, balanced and relevant curriculum through our STAR curriculum. • High expectations for involvement in learning. • Clear learning objectives (WALTS) shared with all children. 	<ul style="list-style-type: none"> • The intervention packages are adapted in light of progress. • Small group intervention includes a variety of personalised and published programmes. 	<ul style="list-style-type: none"> • Advice and support provided by outside agencies (Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.) is followed and incorporated into individualised curriculums for identified children .
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Clear learning intentions (WALTS) shared with all children • Teaching of strategies to enable the children to retain and retrieve information • Adaptations in place for all curriculum areas • In-class scaffold and support of learning activities and outcomes • Reinforcement or extension activities • Quality feedback – positive named comments, strengths and next steps identified • Non-written tasks: recording: taping, drawing, Teacher/TA scribing • Access to speak to text, and text to speak technology • Paired reading 	<ul style="list-style-type: none"> • Small group targeted interventions – number sense, handwriting, phonics, keyboard skills and spelling • Fun Fit • Access to technology to support with the recording of learning • We Thinkers Intervention - socially thinking curriculum • Language Link small group intervention • TIS practitioners 	<ul style="list-style-type: none"> • Individual support in class (where appropriate) • Targeted reading/spelling/number sense interventions using Precision Teaching • Speech and Language Therapy • Pupil support mentor • Outside agency guidance, outreach visits etc. Teacher of the deaf, Vision support services, Educational Psychology, Penhaligon’s Friends, Occupational Therapy, cognition and learning service • Private Speech and language therapist visits the school twice a term • Home/School communication sheets • Individual IT equipment i.e. an iPad • Individual seating position within the classroom • Individual bespoke timetables for those children who require them.






<ul style="list-style-type: none"> • Feedback from assessments – pupil conferencing • Working/learning walls and displays • Access to learning support materials – word lists/mats, number lines, 100 squares • Use of concrete equipment in maths 		
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All children are encouraged in their independent learning skills • Appropriate labelled resources are available in all classrooms to promote independence • Visual timetables • Learning wall in room and other prompts • Key vocabulary and success criteria displayed • Teaching and modelling of learning behaviours • Whole school Trauma Informed School approaches • Relationships policy that focuses on positive choice and visual reminders 	<ul style="list-style-type: none"> • Children have personalised equipment to help them learn such as talking tins, overlays and number squares etc. • Where necessary, children have access to visual timetables, task cards and prompt cards. • Access to technology (IPads/Chromebooks) to encourage independence in recording learning 	<ul style="list-style-type: none"> • Additional adult support is shared to build resilience in the child so that they have self-coping strategies for when and if the TA is absent, and to build independence where appropriate. • When appropriate personalised task boards and timetables are available to support independence • Now and next boards • Individual visual timetables and other visual aids such as traffic lights, choices boards • Makaton signs and symbols • Quiet spaces/break-out areas

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ● PSHE/RSHE (LifeWise) lessons include all children ● Whole school Trauma Informed School approaches ● Risk assessments and safety policies are in place to ensure all children are safe within the school. ● Weekly celebration (STAR) assembly ● All teachers and teaching assistants first-aid trained ● Whole school meta-cognition approaches ● School therapy dog (Poppy) 	<ul style="list-style-type: none"> ● If appropriate intervention groups to help self-esteem issues are available. ● Fun Fit ● Trauma Informed School practitioners ● Pupil Support Mentor group support 	<ul style="list-style-type: none"> ● TACs, Early Support meetings and reviews are supported by a range of agencies as appropriate. ● Additional support for pupils can be requested through the Early Help Hub ● Children with specific medical conditions have an individual health care plan and risk assessment ● Bereavement counselling can be sought upon request ● Pupil support mentor 1:1 support with identified Children ● 1:1 TIS (Trauma Informed Schools) intervention ● 1:1 sessions with school therapy dog (Poppy)




7. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ● All areas of the school are accessible to everybody ● Wheelchair access is available to all classes through the front entrance. 	<ul style="list-style-type: none"> ● Access to specialist equipment resources where appropriate (overlays, sloping ramps) ● Quiet areas are available in class as well as break-out spaces in corridors 	<ul style="list-style-type: none"> ● Designated teaching areas are available ● Dedicated resources matched to pupils' needs are available ● Liaison with appropriate health professionals/teams



<ul style="list-style-type: none"> • Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively • There is a designated ‘Designated Safeguarding Officer’ (Mrs Claire Ewart), and two Deputy DSLs (Mrs Katie Webb and Ms Suzannah Teagle) and a named Child in Care lead (Mrs Claire Ewart). • Teachers focus on rewarding good behaviour to promote a positive learning environment 		
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8. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Strong links with the on-site pre-school. EYFS teachers clearly identify children who may need extra support through transition sessions. • Reception transition is well planned and takes place regularly and progressively. • Receptions teachers visit pre-school settings to aide transition (where possible) • There are strong links with the receiving Secondary school. SENDCo/Class teachers identify children who may need additional support. • Taster sessions happen throughout the year and in a variety of curriculum areas. 	<ul style="list-style-type: none"> • Previous interventions are shared and discussed at transition meetings in school (year to year). • Additional informal transitional classroom, and the wider school environment, visits are made for small groups/individuals. • SENDCo liaises with secondary schools and pre-schools to ensure all information is shared before transition 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place including additional visits, photo books etc.



- Moving-up days (x2) across the school allows all children to work with their new teacher.
- Staff meetings are planned in for transition to the next class/year group

9. Services and organisations that support us:

Service/organisation	What they do in brief
Speech and language therapy team (Darren Morrison)	The Speech and Language Therapy Service supports children and young people in Cornwall aged 0-19 years who have difficulties with communication, or with eating, drinking and swallowing. SLTs aim to help to develop the skills of parents/carers and school staff who support the child in their everyday environments. They then provide therapy for some children and set goal summaries for the school. Teaching assistants in the school work with children to achieve these goals.
Educational Psychology Service (Will Cross)	Educational Psychologists are specialists in learning, emotional well-being and child development. They work directly or indirectly with children and provide advice to their parents and other adults who teach support them. They advise us on strategies to help the child overcome their barriers to learning. If necessary, they advise us to apply for statutory assessment for an Education and Health Care Plan (EHCP).
Vision Support Team	The Vision Support Team provide specialist support for children and young people with diagnosed visual impairments in homes and schools. Children who have been diagnosed with specific visual impairment are seen in school by a teacher from the Vision Support Service. The school is also given advice regarding classroom strategies and supplied with assistive technologies.
Hearing Support Team	The Hearing Support team provides specialist support for children affected by educationally significant hearing loss. They provide advice on the educational management of hearing loss where this impacts significantly on the child or young person's education. Qualified Teachers of the Deaf visit children at home or in their school setting to undertake educational audiology assessments, observe and work with the individual, liaise with the parents and relevant staff in order to identify that individual's educational needs related to their hearing loss and provide advice or direct support as appropriate.
Autism in School Team	The Autism in School Team) is an experienced multidisciplinary team for children and young people up to their 16th birthday who have complex social and communication difficulties. It is made up of the following disciplines: Child and Adolescent Psychiatry, Community Paediatrics, Clinical Psychology, Occupational Therapy and Speech and Language Therapy.
CAMHS (Children and Adolescent Mental Health Services)	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or care.



School Nurse	School nurses are qualified and registered nurses who support children and young people in making healthy lifestyle choices, enabling them to reach their full potential and enjoy life. School nurses work across education and health, providing a link between school, home and the community. Their aim is to improve the health and well-being of children and young people.
Cognition and Learning Team	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs.
Early Help Hub	Most of the services above are accessed via the Early Help Hub who triage the information we provide and then ensure we are put in contact with the correct professional service.

Answers to Frequently asked Questions

1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

We use a variety of assessment strategies that are monitored half-termly to ensure the progress of all children. If your child is not making progress then further investigative measures will take place. The school has an open-door policy so any educational issues can be shared at any time with staff.

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

The overall responsibility for your child's success lies with the Headteacher and governing body, this is shared by teaching staff, teaching assistants, yourselves and your child.

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

Threemilestone School has an inclusive ethos and aims to provide a broad and balanced curriculum, which meets the interests and imagination of all children. Children who are identified as needing additional Special Support will have an individual plan that outlines how the curriculum is made accessible to them. All children in the school access learning to match their needs as individual learners.

4. How will Threemilestone School staff support my child?



Threemilestone School staff aim to support all children to reach their potential through inclusive teaching, individual targets, targeted interventions and pastoral care. School staff, including the teachers, Headteacher and the SENDCO are available to parents for the discussion of individual needs where needed.

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

The school works in partnership with all parents/carers. Parents/carers and children are consulted and involved in the process of the graduated approach to SEND. Parents/carers attend progress review meetings twice a year and a formal report is sent home at the end of the year. Following this, there is the opportunity to discuss any information from the report.

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

Risk assessments and safety policies are in place to ensure all children are safe within the school. Designated governors have responsibility for health and safety, and safeguarding. The school premises are secure.

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

The staff have had a range of training that is on-going. For more details, see the SEND Information Report. All staff have had Safeguarding Tier 2 training. There are many individual areas of expertise amongst teachers and TAs and training is ongoing.

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

Provision is made for all children to take part in all learning activities. The provision needed to make all areas accessible will depend on the needs of the child. Threemilestone School works hard to ensure all activities are inclusive.

9. How will school prepare and support my child to join the school and then transfer to secondary school?

Threemilestone School liaises with pre-schools and secondary schools prior to the movement of pupils where possible. Our EYFS teachers aim to visit the pre-school to meet children in their current settings. Where more detailed transitional plans are required, the SENDCO and EYFS teachers often meet with parents to discuss additional support, visits, pictorial aids, and other tools. Secondary transfer involves a number of visits for pupils in the summer term of Year 6, as well as staff meetings and parent open evenings. As with the pre-school transfer, where a more detailed transition is needed, an individual plan will be created.

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

Appropriate resources are available in all classrooms to help all children. Interventions are tracked and monitored every term alongside pupil progress data meetings. For children with an Education, Health, Care Plan (EHCP), the school will cover up to the first £6000 of provision. If



additional support above this is deemed necessary by the Local Authority and the school in order for the EHCP to be successfully applied, this will be provided to the school from the Local Authority

11. How is the decision made about what type and how much support my child will receive?

For children receiving SEND Support, and who are subject to a Learning Plan, staff and parents will create a child- focused plan, detailing the provision and targets needed to make progress when appropriate. If your child is subject to an EHCP, the Local Authority Assessment and Provision Team, in conjunction with the school, will detail the provision school needs to provide and whether additional funds are needed to implement this.

12. Where is information on my child kept?

All records relating to children are kept in a locked filing cabinet, or digitally to which all teaching staff have access. All records relating to children are passed to the new child's school if/when they transition to a different setting. Any safeguarding records are kept on our CPOMS system accessible to the Designated Safeguarding Leads: Ms Suzannah Teagle, Mrs Katie Webb and Mrs Claire Ewart.

13. Whom can I contact for further information?

You can contact us at school or the SEND Parent Partnership Support Team on 01872 246 954

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

Contact us at school, but if you feel your need is still not being met please refer to our complaints policy.

15. How is your SEND Information Report reviewed?

Our SEND Information Report is reviewed by the SENDCo and the Senior leadership team. Involvement and consultation of staff is used to update relevant sections at staff INSET and meetings. The data and impact of SEND support is collated at Pupil Progress Meetings termly and added to the report annually in the summer term. This report is reviewed annually or at a time where individual needs are necessitated.