

SEND INFORMATION REPORT 2025 - 2026



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Where learning is fuelled by creativity
Where great things happen*

Threemilestone School Special Educational Needs and Disability (SEND) Information Report Updated September 2025.

This SEND Information Report has been written by the SENDCo and SLT in consultation with the Head teacher and staff. This report is to be read in conjunction with our Equality Policy and Plan and the SEND School offer.

Name of SENDCo: Mrs Claire Ewart. Supported by Mrs Katie Webb (Assistant head teacher)

Dedicated Time Weekly: 5 Days

Contact Phone Number: 01872 263322

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SEND Governor: Dr Jasmin Tregidga

Links

SEND School Offer

SEND Policy: Equality Policy and Plan

Threemilestone School Record of Need 2022-2023

During the 2024/2025 academic year, we had **68 children receiving SEN Support** and **13 children with Education, Health and Care Plans**.



Threemilestone Primary School evaluates effectiveness of provision of children with SEND through:

- ❖ Detailed analysis of children's progress through data
- ❖ Progress towards individual targets on Learning Plans
- ❖ Bsquared to track the progress of children who are working significantly behind their peer group
- ❖ Annual SEND review meetings of EHC Plans
- ❖ Moderation of data on reading, writing and maths measured against local data within TPAT
- ❖ Monitoring of interventions through detailed provision mapping
- ❖ Monitoring of interventions through observation
- ❖ Consultation with external agency professionals

Support Staff Deployment:

- ❖ Support staff are deployed in a number of roles:
 - Specific targeted support for children with high needs
 - Intervention support for programmes/year groups identified as needing specific support
 - Specialised support for Speech and Language
 - Specialised support for phonics - Little Wandle
 - Pupil Support Mentor role
 - General class-based Teaching Assistants

We monitor the quality and impact of this support by:

- ❖ TA Professional Development processes
- ❖ Observation of interventions, monitoring of frequency, duration, impact through data/progress (gathered through class intervention timetables and teacher assessments using Arbour) through the use of Provision Map.
- ❖ Teacher/SENDCo termly meetings to discuss needs, provision and impact of support. SEND is a standing item on Pupil Progress meetings

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Distribution of Funds for SEND:

This year, the budget for SEND and Inclusion was allocated in the following ways:

- ❖ Support staff
- ❖ External Services (See School Offer)
- ❖ Specialist Speech and Language Therapist – 12 days across the year
- ❖ Teaching and Learning resources
- ❖ Staff training
- ❖ Resources specific to children’s needs

Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
Diabetic Nurse	Teacher/TAs	Insulin pump awareness
Epilepsy Nurse	Teacher/TAs	Epilepsy awareness
Sensory needs and sensory circuits intervention	TAs	2x1 hour – in house
Precision Teaching Intervention	TAs	2 x 1-hour sessions – in house
Little Wandle	TAs	3 x 1 hour sessions - in house
Little Wandle refresher	All teachers and TAs	1x2 hour session online
Varied SEND focus	All teachers	1 TLT session a term (1.5hours)
Varied SEND focus	Teaching assistants	TA training fortnightly (1 hour)

We monitor the impact of this training through observations, tracking pupil development through use of pupil progress meetings, pupil progress reviews with teachers, discussion with TAs about their ongoing needs.



Partnerships with other schools

We work with a number of schools in TPAT, and within a cluster of schools in TPAT, in the following ways:

- ❖ Shared knowledge and consultation of SEND processes
- ❖ Professional support and consultation
- ❖ Shared formats of documents
- ❖ Moderation of progress, interventions, transition arrangements and best practice.

This year, our RON has remained stable at around 81 children.

We ensure that the transition from Nursery/Pre-school settings to TMS Early Years is smooth by:

- ❖ Offering parental meetings at school
- ❖ Offering 2 'Stay & Play' sessions for children in small groups
- ❖ Visiting as many children from local settings prior to them coming as possible,
- ❖ Talking extensively with pre-school setting staff
- ❖ Attending additional transition meetings arranged by the Area SENDCo as and when necessary
- ❖ Attending Early Support TAC meetings in the summer term prior to their joining Threemilestone School
- ❖ Engaging our staff in additional training for specific needs prior to the child starting.

We support the transition from each year group to the next by:

- ❖ Carefully considering the transition between classes with 2-form entry
- ❖ Plan for whole school 'meet your new teacher' days
- ❖ Ensuring planning time for teachers to share valuable information about the children
- ❖ Allowing children with individual needs to make extra visits to the new class teacher

The transition from year 6 to secondary school is supported through:

- ❖ Close liaison with the secondary teams
- ❖ Visit days specifically for children starting in September
- ❖ Additional visits through the year for sports/arts/celebration events
- ❖ Visits here from secondary staff, discussions about vulnerable children



- ❖ Additional visits and events for children with additional needs.

For children with SEND, we also:

- ❖ Ensure all the appropriate staff (and paperwork) is carefully transitioned
- ❖ Close liaison with parents/carers including discussions about new classes/teachers
- ❖ Shared Learning Plans
- ❖ Inclusion of new staff at Early Support TAC meetings, staff and SENDCo liaison
- ❖ Children also make additional informal visits to their new class, and a photo book is prepared for children to take home over the summer

Parents/carers are included in this process through:

- ❖ Consultations with class teachers about Learning Plan targets and achievements
- ❖ Liaison with the SENDCo where appropriate
- ❖ Letters home, invitation to meetings
- ❖ Early Support TAC meetings
- ❖ Invitation to meet specific staff working with their children.

Ongoing development:

At TMS, our staff work hard to ensure that any areas of support for our children that can be improved are identified, and that strategies are put in place to make these improvements. We do this through our School Development Plan, which includes our SEND Development Strategic Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow the details laid out in our official complaints procedures. This can be found at www.threemilestone.cornwall.sch.uk/our-school/policies

This year we received 0 complaints with regard to SEN support and provision.



Other relevant information and documents:

The Designated Safeguarding Lead in our school is **Mrs Claire Ewart, Deputy Headteacher and SENDCo.**

The Designated Children in Care person in our school is **Mrs Claire Ewart, Deputy Headteacher and SENDCo.**

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan is published as part of our Equality Policy and Plan.

The School Development plan can be found on our website at www.threemilestone.cornwall.sch.uk/curriculum/school-improvement-dev-plan

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website at www.threemilestone.cornwall.sch.uk/curriculum/special-educational-needs-disability

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website.

Our School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body will review this SEN Information Report annually at the Governors Meeting – May 2026.