

**Special Educational Needs & Disability (SEND)
Information Report
& Local Offer
(To be read in conjunction with the
TPAT SEND Policy)**

Date Written	July 2026
Reviewed On	July 2027
Regularity	Annually
Next Review Date	July 2027
This policy has been reviewed and adopted by LGB Date: July 2026	



SEND Information Report and Local Offer

Contents

	Page
1. Introduction	3
2. Our Aims	5
3. Definitions	6
4. Roles and responsibilities	6
5. How we identify SEND	7
6. Monitoring pupil progress	10
7. Working as a team	11

1. Working with other agencies	12
2. Education Health and Care Plans	13
3. Data, Record Keeping and Confidentiality	14
4. How we support our children with SEND (Our Local Offer)	15
5. Appendix A - Services and Organisations we work with	20
6. Appendix B - Cornwall's Local Offer	21
7. Appendix C - Useful Links	21
8. Appendix D – Glossary	23

1. Introduction

Our Local offer and Information Report read in conjunction with the TPAT SEND Policy aim to:

- Set out how Threemilestone Primary School support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This Local Offer and Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Coordinators (SENDCo's) and the SEN information report.

Threemilestone Primary School is a member of Truro and Penwith Multi Academy Trust (TPAT).

We are a large primary school in mid Cornwall which prides itself on having an inclusive ethos and ensures every child can access the curriculum, extra -curricular activities and outside visits. The school has 14 classes.

In Reception class all pupils follow EYFS framework and in Key Stages 1 and 2 pupils follow the National Curriculum.

Our aim is to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information in different ways and at different rates;
- need a range of different teaching approaches and experiences.

We have a history of working with pupils with a wide range of needs and have consistently achieved 'good' in our Ofsted inspections.

We aim to meet the individual needs of all our children through quality first teaching, identifying additional needs early and offering a range of strategies and intervention programmes targeted to meet the additional needs of individuals and groups. We ensure children's additional needs are met through the Graduated Approach, which includes the Assess, Plan, Do, Review Cycle (APDR).

We provide additional and/or different provision for the range of needs as described in the SEND Code of Practice:

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical needs.

We recognise that some of our children will have needs in more than one category.

We have excellent links with local nurseries and local secondary schools. Enhanced transition is offered to our most vulnerable pupils moving to secondary school or other provision.

Our highly motivated teachers and support staff have a high level of experience and training relating to a wide range of SEND. Training is ongoing and relevant to current and anticipated need.

We work closely with a wide range of outside agencies to ensure that every child has the opportunity to learn and make progress.

Our school environment (internal and external) and school routines, such as lunchtimes and break times, have been carefully designed to improve pupils' relationships and wellbeing. They are designed with adaptability and accessibility in mind to ensure we provide a welcoming place for all learners.

We have an excellent outdoor environment, which is currently being developed further.

We also have wraparound care and a wide variety of clubs and extra-curricular activities after school. We work with parents to ensure that children with SEND have access to a range of opportunities for personal development. For example: music tuition, sports clubs and residential trips.

We have strong community links as well as working in close partnership with other schools in the Truro and Penwith School Trust.

We believe that it requires a whole team to help those with SEND. Parents/carers are a hugely important part of this team. They know their children best and are often experts on any disabilities, illnesses or needs their child may have.

We will always endeavour to include parents and value their input, in discussion and planning of provision for their child's needs.

1. Our Aims

Through our local offer we aim to:

- Provide a balanced and broad curriculum that promotes the spiritual, moral, cultural, emotional, academic and physical development of pupils.
- Promote a healthy lifestyle and prepare them for the opportunities, responsibilities and experiences of adult life.
- Give access to the National Curriculum and, for those pupils with general and specific learning difficulties effective and personalised programmes.
- Enable pupils to improve their behaviour to a socially accepted level and offer effective and appropriate support for their emotional development.
- Respect all pupils and encourage them to become active participants in their own learning, develop confidence, independence, self-esteem and express their needs and desires.
- Seek effective links with pupils' families, schools and other professional agencies.
- Seek effective outcomes with transition from home and partner nurseries and also to secondary school as well as to and from other primary schools
- Develop a community of learners working to realise their potential and we are committed to raising aspirations for all.
- Develop communication and self-help skills. Our teachers and teaching assistants are all experienced in delivering learning for pupils with special educational needs.

Staff are committed to identifying and providing for the needs of all pupils, in an inclusive environment where pupil abilities are supported and valued. Staff seek to overcome barriers to learning and are committed to ensuring that special educational needs are catered for in every areas of the curriculum so pupils can achieve positive outcomes.

Threemilestone Primary School has high expectations of respect and kindness towards each other, using rewards as positive reinforcement and with a view to learning from our mistakes (using metacognitive strategies). See also Behaviour Policy.

3. Definitions

See Truro and Penwith Academy Trust SEND Policy.

4. Roles and Responsibilities

4.1 SENDCo



Our SENDCo is: Mrs Claire Ewart. She is a qualified teacher with over 30 years of experience and has the National SENDCo qualification.

The role and responsibilities of our SENDCo are set out in the TPAT SEND Policy.

4.2 Local Monitoring Committee – SEND

PHOTO
OF
LMC MEMBER

Our Local Monitoring Committee member (formally governor) for SEND is xxxxx.

You can contact her on SCHOOL EMAIL ADDRESS

The role and responsibilities of our Local Monitoring Committee are set out in the TPAT SEND Policy.

4.3 Headteacher



Our Headteacher is Mr Rob Chirgwin

head@threemilestone.tpacademytrust.org

The role and responsibilities of our Headteacher are set out in the TPAT SEND Policy.

4.4 Teachers

The role and responsibilities of our teachers are set out in the TPAT SEND Policy.

We recognise that there needs to be a whole team around the child with SEND. Those involved may differ according to individual need, but will always include the child, their parent/carer, teacher, SENDCo, headteacher and relevant others.

4.5 Teaching Assistants (TAs)

We have a team of TAs who work under the guidance of teachers and are trained in certain areas.

Some TAs are trained to provide additional interventions such as Wandle, Precision teaching, TIS Approach sessions, maths and literacy catch up.

5. How we identify SEND

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this each day at the classroom, call into the office, email contact through threeilestone.tpacademytrust.org.

They will pass the message on to our SENCO, Mrs Ewart who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

Early identification is vital.

Teachers, parents and the pupils themselves highlight any difficulties with pupils' learning and these are discussed with the SENDCo. Information may also be received from a previous school or setting.

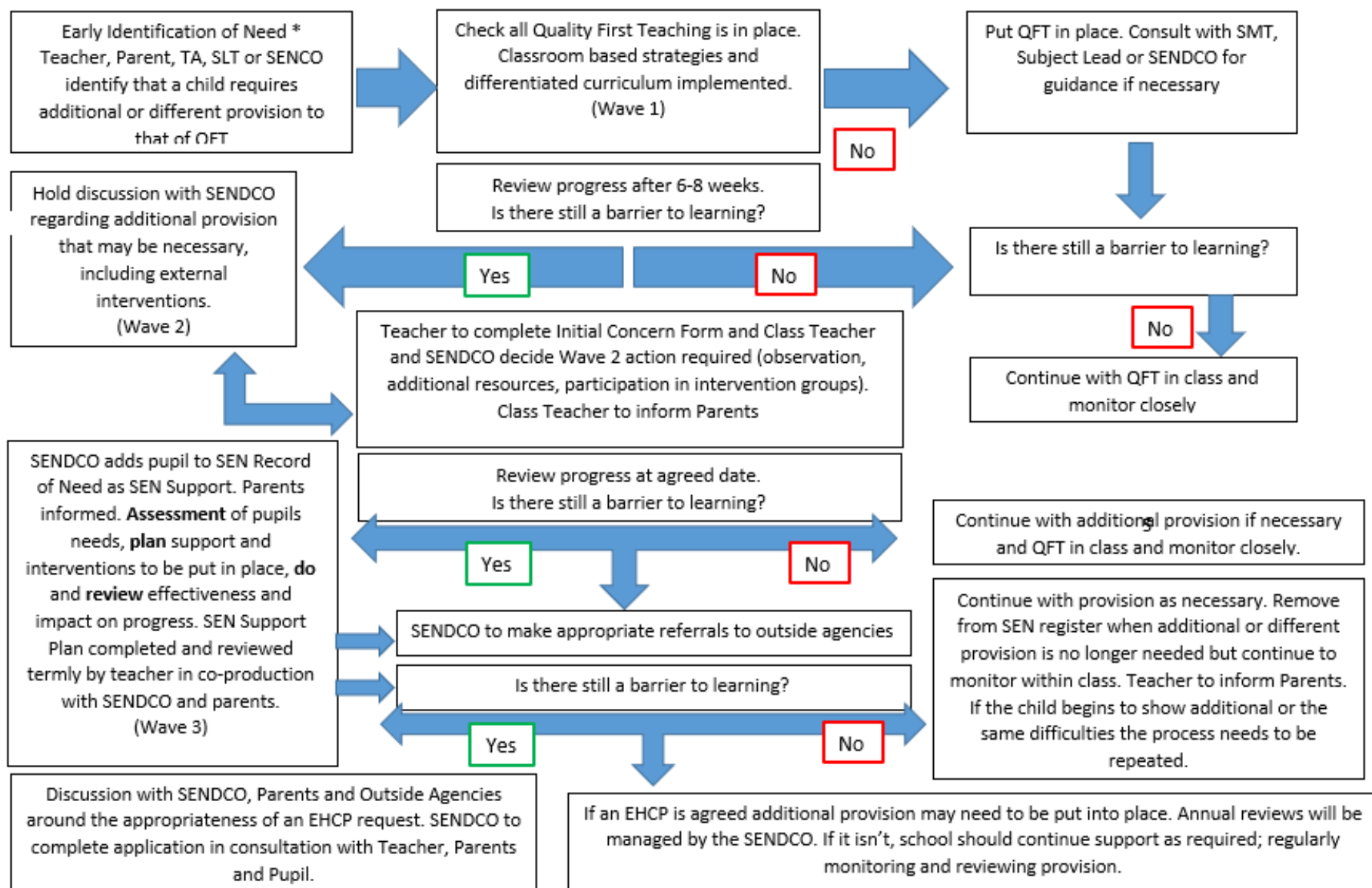
When a concern has been raised, the SENDCo may then advise, or observe in the class and then advise the teacher on strategies/interventions. The pupil will be closely monitored to see if advice followed has closed any gaps.

If progress is not made quickly enough, then the school will place the pupil on our SEND register and have a conversation with the parent/carer to inform them of this.

Every school must keep a register of pupils with SEND and it helps ensure provision is made well for those pupils. At Threemilestone School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will work with them to try and rectify this situation; identifying and helping with the underlying cause where at all possible.

The flow chart below shows the process of SEND Support.

SEND Identification Flow chart



At Threemilestone School, we ensure that the assessment of educational needs directly involves the learner, their parents/carer and their teacher. The SENDCo will also support with the identification of barriers to learning. For some learners we may want to seek advice from specialist teams.

6. Monitoring pupil progress

Monitoring progress is an integral part of teaching and learning within the school.

There is regular assessment within lessons, and progress and attainment data is gathered half-termly. This is analysed by both classroom staff, Senior Management Team and SENDCo. The SENDCo also reviews the progress of all pupils with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the teacher, pupil and parents and discuss what the issues are and what action could be taken. The SENDCo is then involved in supporting teachers drawing up APDR plans for children.

The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.

The SENDCo and the named LMC member with responsibility for special needs also hold termly meetings.

This support will follow the 'assess, plan, do, review' model and the impact of the intervention measured. This cycle is summarised below

Once a child is placed on SEND Support they enter a system of APDR (Assess, Plan, Do, Review). Please see TPAT SEND Policy.



Teachers and Parents work together to develop targets and strategies to help the child. Review meetings are at least termly.

If relevant, the teacher or SENDCo will consult with parents about seeking advice from internal (TPAT) and external support services.

This could be if a pupil:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels substantially below that expected of children of a similar age,
- continues to have difficulty in developing literacy and mathematical skills,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service,

- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The graduated response using an Assess, Plan, Do, Review strategy employs a small-steps approach ensuring pupils have targets to meet their personal needs. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on an EHC plan or SEN record of need have an APDR plan.

Effective planning helps parents, children and young people with SEND express their needs, wishes and goals.

7. Working as a team

The staff at Threemilestone school work closely with parents and pupils. They value their views and involve them fully in reviewing provision to ensure the pupil's progress and success.

7.1 Partnership with parents and carers

The school works closely with parents and carers in the support of their children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Communication is central to this. Parents and carers have much to contribute to our support for children with special educational needs. As such we have:

- home/school contact sheets
- Regular meetings and phone conversations
- APDR meetings termly where parents are asked for their input.
- Yearly Parent Voice survey
- Meet and greets daily with child and parent where needed.

The school website contains details of our policy and Information Report for special educational needs, and the arrangements made for these children in our school. A named Local Monitoring Committee member (XXXXXX) takes a particular interest in special needs and is always willing to talk to parents and carers.

At the regular termly meetings with parents, progress and targets of special needs children are shared and discussed with their parents or carers. We consult with the parents/carers regarding any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We hold regular meetings with Teachers, TAs, SENDCo, SEN LMC member and Headteacher to review and update the progress of pupils with SEND.

7.2 Partnership with pupils

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their APDRs and in the termly review meetings. Children are encouraged to make judgements about their own performance against their APDR targets. We recognise success here as we do in any other aspect of school life

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a survey.

8. Working with Internal (TPAT) and external support agencies

If required, the school will ask for support from the inclusion team within the Trust and can also refer to external agencies such as:

Speech and language therapists

Educational psychologists

Occupational therapists
GPs or paediatricians
School nurses
Child and adolescent mental health services (CAMHS)
Education welfare officers
Social services and other local authority (LA)-provided support services
Voluntary sector organisations
Local Authority SEND Support Teams.
See Appendix A.

9. Education, Health & Care Plans

9.1 Assessment

Where a pupil's needs cannot be met through SEN Support school resources, the school will, in consultation with the pupil's parents, request a EHC needs assessment. If the decision is taken by the LA not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision. This process takes 20 weeks. More details can be seen here: [Request an Education, Health and Care Plan needs assessment - Cornwall Council](#)

9.2 Named school

If Threemilestone Primary school is consulted by the authority regarding being a named school on an EHCP we will respond to the consultation. If Threemilestone Primary School is named on a pupil's EHC plan we will admit the pupil and ensure that all those teaching or working with the pupil, are aware of their needs and that arrangements are in place in to meet them. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

9.3 Reviewing an EHC plan

Threemilestone School will:

- Ensure annual reviews take place at least annually and sooner if required. This includes convening the meeting on behalf of the local authority if requested (interim APDR meetings will also take place between annual reviews).
- Ensure that appropriate arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- Targets from the EHCP will be used to inform the termly APDR (Assess, Plan, Do, Review) process.

10. Data, Record Keeping and Confidentiality

Data and record keeping

The school will include details of SEND outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, development of all pupils.

The school uses a confidential online tool called Insight to record and share all SEND data. It is interactive so records can be updated quickly. For example. When children reach outcomes set out in their Learning Plan it can be recorded immediately.

11. The levels of support and provision offered by Threemilestone Primary School - our Local Offer

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.

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 
• Detailed planning and objectives for the whole curriculum. • Regular pupil conferencing • PALS – Pupils As Leaders representatives • Access to a Pupil Support Mentor • Annual pupil questionnaires	• Children who have SEND are included in all consultation groups • Additional provision is developed in light of pupil voice	• 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, Do, 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
- 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.	Families are invited to attend information sessions about supporting their children at home.	Parents/carers are supported in attending, and are actively involved in, all TAC meetings and SEND Assess, Plan, Do, Review meetings where their views are an integral part of the process.

• 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. • Parental/carers weekly newsletters and letters home. • Parent/carers meetings for information sessions. • DOJO is used in our Early Years classes to help document and share learning with parents/carers	• 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 a family support worker and the School nursing service. • Contact with families via phone or email. • Additional meetings to discuss specific needs outside of FACE2FACE meetings.	• All parents/carers of children on the Record of Need are invited to termly ILP (Individual 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.
---	---	---

3. The curriculum

Whole school approaches The universal offer to all children 	Additional, targeted support and provision	Specialist, individualised support and provision
• The curriculum is designed and adaptations are made to ensure the inclusion of all children. • All children, regardless of ability, have full access to the curriculum. • 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.	• Intervention packages are needs lead. (See section 4). • The progress of all children taking part in intervention groups is measured termly. • The intervention packages are adapted in light of progress. • Small group intervention includes a variety of personalised and published programmes.	• Children are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary. • 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 .

Clear learning objectives (WALTS) shared with all children.		
---	--	--

4. Teaching and learning

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
- Clear learning intentions (WALTS) shared with all children - Teaching of strategies to enable the children to retain and retrieve information - In-class scaffold and support of learning activities and outcomes - Reinforcement or extension activities - Quality feedback – positive named	- Small group targeted interventions – number sense, handwriting, Little Wandle Rapid Catch-up(phonics), keyboard skills and spelling - Language Link small group intervention in Key Stage 1 and 2 - Trauma Informed School practitioner supports children both individually and in small groups	- Individual support in class (where appropriate) - Little Wandle (phonics) SEND intervention - Targeted reading/spelling/number sense interventions using a Precision Teaching approach - Speech and Language Therapy - Learning mentor support - Outside agency guidance, outreach visits etc. Teacher of the deaf, Vision support services, Educational Psychology, Penhaligon's Friends,

comments, strengths and next steps identified • 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		Occupational Therapy, cognition and learning service • Private Speech and language therapist visits the school twice a term • Home/School communication sheets • Individual ICT equipment i.e. ipads/Chromebooks • Individual seating position within the classroom
---	--	---

5. Self-help skills and independence

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
• All children are encouraged in their independent learning skills • Appropriate labelled resources are available in	• Children have personalised equipment to help them learn such as talking tins, overlays and number squares etc.	• 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

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 • Behaviour system that focuses on positive choice and visual reminders	• Where necessary, children have access to individual visual timetables, task cards and prompt cards.	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

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

• PSHE/RSHE (LifeWise) lessons include all children • Whole school Trauma Informed Schools/Thrive 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	• If appropriate intervention groups to help self-esteem issues are available. • Trauma Informed School practitioners • Pupil Support Mentor group support • Mental Health in Schools Team support	• 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, where necessary • Bereavement counselling • Pupil support mentor 1:1 support with identified Children • 1:1 TIS (Trauma Informed Schools) intervention
---	---	--

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

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
• All areas of the school are accessible to everybody • Wheelchair access is available to all classes through the front entrance.	• Access to specialist equipment resources where appropriate	• Designated teaching areas are available

- 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 Mr rob Chirgwin) and a named Child in Care lead (Mrs Claire Ewart). - Teachers focus on rewarding good behaviour to promote a positive learning environment	(overlays, sloping ramps) - Quiet areas are available in class as well as break-out spaces in corridors	- Dedicated resources matched to pupils' needs are available - Liaison with appropriate health professionals/teams
--	--	---

8. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
- Strong links with local nursery settings. EYFS teachers clearly identify children who may need extra support through transition sessions. - Reception transition is well planned and takes place regularly and progressively.	- 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.	Where necessary, individualised transition programmes are put in place including additional visits, photo books etc.

• 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. • 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	• SENDCo liaises with secondary schools and pre-schools to ensure all information is shared before transition	
---	---	--

Appendix A

Services and organisations that we work with

Service/organisation	What they do in brief
Child Health Department	Community paediatricians, physiotherapists, occupational therapists (OTs), speech and language therapists, emotional and mental health practitioners and other health professionals work with children with individual needs
Educational Psychology	Specialists in learning, behaviour and child development
SEN Support Services	Teams cover Autism, Educational Psychology, Moving and Handling, Augmented and Additional Communication, Cognition and Learning, Speech and Language, Hearing, Physical and Medical needs, Vision
Speech and Language Therapy (NHS)	Advice and support for all speech and language and communication needs
Child and Adolescent Mental Health Service (CAMHS)	Support children and adolescents with a wide range of emotional, mental health and behavioural issues
Penhaligon's Friends	Support and programmes to help bereaved children and their families
Dreadnought	Support and programmes to help children with behavioural and emotional difficulties
Early Help Hub	Single point of contact and co-ordination service for disabled children
Educational Welfare Service	Promote children's regular school attendance

School Nurse Team	Providing community health services and support to schools, children and their families
Multi Agency Referral Unit (MARU)	Provide advice and multi-disciplinary response to concerns about safety
Statutory Special Educational Needs Service	The Statutory Special Educational Needs (SEN) Service is responsible for: The Education, Health and Care (EHC) needs assessment processes and the maintenance and review of existing EHC plans The team work with, education settings families a range of services and other local authorities.
Sendiass (Special Educational needs and Disability Information and Advice Service)	Provide information and support for parents and carers of children with individual needs
Family Information Service	Provides impartial guidance on local services and support available to families

Appendix B

Cornwall's Local Offer

Cornwall's 'Local Offer' can be found here:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

What's included in the Local Offer?

Cornwall's SEND Local Offer includes the provision and guidance that is available for children and young people:

- who are aged 0 – 25 years; and those
- with or without an Education, Health and Care (EHC) plan or Statement of SEN

Please see this list of things that are included in the SEND Local Offer and quick links to the relevant part of the site.

Appendix C

Links to helpful websites:

National SEND Data

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

Special Needs Jungle: <https://www.specialneedsjungle.com/>

SEN SOS! : <https://www.sossen.org.uk/>

Cornwall Accessible Activities Programme: <https://www.caapuk.co.uk/>

Parent Carers Cornwall: <http://parentcarercouncilcornwall.org.uk/>

Neurodiversity Hub: <https://parentcarerscornwall.org.uk/neurodiversity/>

National Autistic Society: <https://www.autism.org.uk/>

PDA Society: <https://www.pdasociety.org.uk/>

Dyslexia Cornwall: <https://www.dyslexiacornwall.org.uk/>

Speech and Language Development: <https://ican.org.uk/i-cans-talking-point/>

Contact, for families with disabled children: [Contact: the charity for families with disabled children](#)

Young Epilepsy: <https://www.youngpilepsy.org.uk/>

Sensory Processing Disorder: www.spdstar.org

Appendix D Glossary

APDR	Assess, Plan, Do, Review	SALT	Speech and Language Therapy/Therapist
CAAP	Cornwall Accessible Activities Programme	SEND	Special Educational Needs and Disability
CAMHS	Childrens and Adolescent Mental Health Service	SENDCo	Special Educational Needs and Disability Coordinator
EP	Educational Psychologist	SENDIASS	Special Educational needs and Disability Information and Advice Service
EHCP	Education, Health and Care Plan	TA	Teaching Assistant
EYFS	Early Years Foundation Stage	TAC	Team Around the Child
FIS	Family Information Service	Thrive	A system to help pupils with emotional difficulties.
KS	Key Stage	TiS	Trauma Informed Schools
Meta-cognition	The process by which children plan, monitor, and reflect on their own learning, This process also helps them to decide on the tools they need to complete a task.	Transition	Any change in schooling, from nursery to school, between years, key stages or schools.
OT	Occupational Therapist	Zones of Regulation	A system to help children emotionally regulate
PSHE	Personal Social and Health Education		

Information Report status and review

Written by:	Claire Ewart
Status:	SENDCo
Approval date:	July 2026
Review Date:	July 2027