CONNOR DOWNS ACADEMY SEN INFORMATION REPORT 2018-2019

Connor Downs Academy

Open space, open hearts, open minds

Our academy is an inclusive learning environment where we welcome diversity and aim to make everyone feel valued.

We act proactively to eliminate discrimination, to promote equality and to remove barriers to participation and learning for all individuals and groups.

Special Educational Needs/Disabilities Coordinator: Mrs Hilary Palmer

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email: secretary@connordowns.org.uk

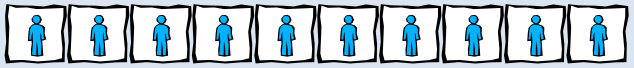
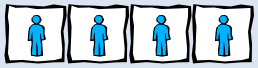
SEN Policy: please see school website

Accessibility Plan: please see school website

Equality plan: please see school website

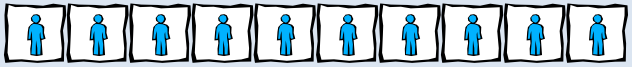
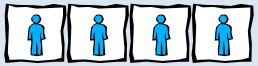
The levels of support and provision offered by our school

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
		
• We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity. • There are opportunities twice a year for parents and their child to talk to their child's class teacher at one–to-one meetings during a parent consultation evenings. • Children are encouraged to communicate through pupil voice Other systems we use to enable us to listen to and respond to children: • school council • school prefects • questionnaires	• pupil voice • pupil conferencing	For pupils who receive individual support this can include: • Discussion with teaching staff to listen to the child's views on school and learning • Targets are agreed termly to support and challenge pupils with special educational needs and disabilities. • Pupils play a key role in setting their learning targets through individual discussions with their class teacher. • Pupils are also involved in reviewing their progress towards these targets. • This information is recorded on their Individual Learning plan (ILP) in a child-friendly format. New plans are agreed each term and shared with parents. • For children with an Education Health and Care plan, we use a Pupil Centred Annual

		Review meeting to ensure we hear and consider and record the views of pupils. • To ensure that pupils are fully involved, we encourage pupils to attend meetings where their needs are discussed, including Team Around the Child (TAC) meetings and Early Support meetings.

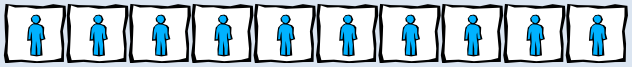
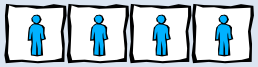
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our academy works in partnership with all parents and carers. • We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity. • We encourage parents to make an appointment to meet up with the class teacher in the first instance if they have any queries or comments they would like to discuss about their child. • At the start of autumn term each class teacher holds a 'meet and greet' information session for all parents. • Termly information about learning topics, class trips is shared through information sheets and on the school website. • Parents and carers are encouraged to attend termly parent consultation meetings.	• We encourage parents and carers to contact school about concerns by telephone, letter, home /school book and via email. We meet with parents to discuss concerns and to explore ways to move forward. • Families are invited to attend information sessions and learning workshops run by school staff to help parents and carers to support their child at home via the academy noticeboard, newsletters, our website, Facebook and Twitter and through group texts. • We also signpost parents to opportunities to take part in sessions run by Family Learning or Link Into Learning centres. • Virtual sites such as 'Mathletics' and Education City are available to support learning at home. • We invite all parents and carers to informal	• We support parents and carers to encourage them to be actively involved in Early Support or TAC meetings, Pupil Centred Reviews and in feedback meetings with specialist agencies, if wanted with parent support through SENDiASS. • An annual questionnaire for parents of pupils with SEND or with disabilities is used to obtain parent feedback. Parents who add comments are contacted by the Inclusion Manager and a face to face meeting, phone call or email takes place to discuss their feedback. • Feedback is shared with class teachers and other relevant staff to help us improve our provision further. For pupils needing individual support: • Targets are agreed termly to support and challenge pupils with special educational

• We send home a Parents' Questionnaire annually to all parents so they can comment on aspects of their child's education, including teaching and learning and behaviour expectations at school. The results of this questionnaire are shared with parents through the website and newsletters. • We support parents in using the Ofsted online 'parent view' for example at parent consultation evenings and to give feedback to events in school through comments books. • Parents are encouraged to communicate through the home/school communication book. • KS Leaders hold Parent Forum meetings annually to enable parents to share their views. This feedback is shared with staff. Our response to these meetings is shared with parents through the website and through newsletters. • We try to be respond to the needs of our parents and are happy for example to support parents in filling out forms and in accessing support from other organisations and outside agencies. • Our academy arranges a range of transition events for parents of children starting school in YR. • We also pay particular attention to supporting pupils making the transition between YR and Y1. See Section 9 below	coffee and cake sessions. Sessions during last year we have focused on sharing with parents and carers strategies to support children with autism, dyslexia or dyspraxia. • For parents with children who are eligible for pupil premium funding including the services premium, we send an individual report home to show the additional support their child has accessed and the impact of this on their learning in class. Parents are invited to share their views at an individual meeting with the Inclusion Manager and/or staff who deliver additional support. These meetings also give school an opportunity to signpost parents to other organisations and sources of support. Parents have said they welcome these meetings as an opportunity for them to give their views and so they could find out more about how this additional funding was helping their child's progress and wellbeing.	needs and disabilities. • Pupils play a key role in setting their learning targets through individual discussions with their class teacher. • Pupils are also involved in reviewing their progress towards these targets. • This information is recorded on their Individual Learning plan (ILP) in a child-friendly format. New plans are agreed each term. • For children with a Statement of Educational Need or an Education Health and Care plan, we use a Pupil Centred style Annual Review meeting to ensure school can hear and consider the views of parents and pupils. • Informal coffee and cake sessions to help parents and carers support children with special educational needs including Autistic Spectrum Disorder (ASD), co-ordination difficulties or dyslexia.

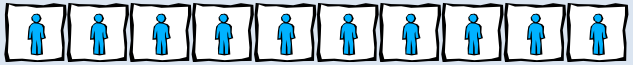
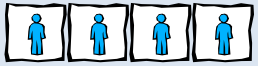
for more detailed information about our transition. • We hold coffee and cake sessions for parents during the year. All parents and carers are welcomed to these sessions. They usually consist of a short information session or occasionally a guest speaker followed by a chance to chat over coffee and cake in a relaxed setting. • We encourage parents (and other family members) to work with their children to complete optional fun Homework grid tasks. The tasks children and their families have created over the last few years have been fantastic!		

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	**Additional, targeted support and provision** 	**Specialist, individualised support and provision** 
• Our children follow a varied and balanced curriculum which provides exciting learning experiences. This year we have introduced	• When we identify a child or group of children as needing additional support in an area of learning we provide additional	• We respond to the individual learning needs and physical needs of our children to ensure everyone can access all areas of

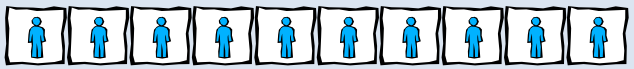
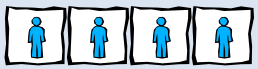
'100 things to do before you leave Connor Downs Academy.' These fun activities aim to encourage children to enjoy the natural world, support their emotional and physical wellbeing and widen their life experiences. • All children have full access to the curriculum and to educational visits that enrich learning. • We liaise with secondary schools that provide opportunities in focused curriculum areas for example: dance, journalism, river studies and advanced art. • Secondary schools also offer workshops aimed at more able and talented pupils in all areas of the curriculum.	support or challenge. • The impact of this support or challenge is continually monitored and evaluated to enable us to make sure it is supporting children effectively. • Extra support or challenge may be delivered within a small group teacher-led or teaching assistant-led intervention. • We ensure these interventions are closely linked with the class curriculum so that all of the children's learning is linked together. • In the last two years interventions have included: • improving pupils' spoken language skills through Talk Boost • using phonics skills to improve reading and writing • spelling, punctuation and grammar • secondary school interventions provided by secondary school in closing the Y6 gap in literacy and maths • additional maths support • Fun fit to improve coordination and core balance	the curriculum. • For some children, this may involve some one- to- one support. • This could include, for example, creating resources for an individual child, focussed work to introduce new topic vocabulary or targeted support to help a child become a more independent learner.

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
		
• All our pupils benefit from high quality teaching throughout the school. • The Senior Leadership Team (SLT) undertakes a regular programme of lesson observation and work scrutiny to monitor, evaluate and improve our teaching and learning. • High quality training is a high priority at school for all of our staff. • Five of our teaching assistants are working towards university- level qualifications in teaching and learning.	• We are constantly working to improve our subject knowledge and expertise to help us to support pupils effectively. Training by school staff and through specialist trainers in the last three years for staff has included: • Attachment • Autism awareness training • Fun Fit /Dyspraxia (DCD) • Use of ICT to support pupils' learning • Behaviour for learning • Raising boys' achievement • Encouraging learning independence • The impact of the SEND reform • Vision Support Team training	• Our teachers and teaching assistants access training and support to help them work effectively to support and challenge children. • We use research findings to help us to improve our practice in understanding children's learning and development for example through the use of visible learning. • We use a multi-sensory approach where possible which particularly benefits children who are dyslexic or show dyslexic characteristics.

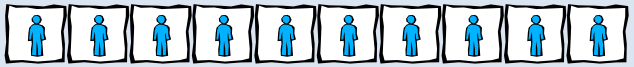
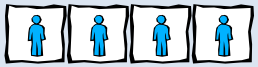
• Learning experiences are differentiated to meet pupils learning needs. • Progress of pupils is monitored and recorded using: • Tapestry (Early Years) • Classroom Monitor, an online tracking system • class observations and records, • book scrutiny • learning walks • assessment at the start of and during each school year • feedback from parents and pupils. • The progress of individual pupils and groups of pupils is discussed at termly pupil progress meetings with class teachers and Key Stage Leaders. This information is discussed and shared with the Inclusion Leader/SENCo. • Information that is gathered is used to identify gaps in learning, ensuring that all children make maximum progress based on their individual needs. • In-school training sessions are offered to our regular volunteers.	• Makaton training • The use of effective questioning to assess and challenge pupils' learning • Growth mindset • Maths Mastery • Trauma Informed Schools training • First aid including paediatric first aid • Safeguarding • Team Teach	

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
		
• All children are encouraged to become independent and resourceful learners. • Opportunities to develop independence and resilience in our children are identified in teachers' medium planning and progress towards development in these areas is discussed for individual pupils and groups of pupils at our half termly pupil progress meetings. • Staff who know how to support children to develop their personal learning and thinking skills. • Class assemblies. • Residential visits and school camps • We offer a wide range of after school clubs for all ages and interests including this year: performing art /textiles, nature detectives and a variety of sports clubs. • Collaborative learning for example when our Y6 and YR pupils worked together on a project.	• Fun Fit. • Nurture group. • Small group work that focuses on developing speaking and listening skills including Talk Boost, and Socially Speaking.	• Individual support using a variety of strategies and resources is used to help individual pupils develop learning independence. • Precision teaching. • Use of visuals that support learning independence for example planning pads.

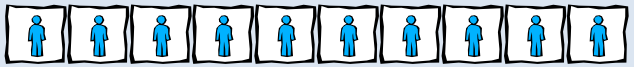
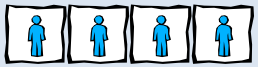
• Legacy project involving Y6 pupils and secondary schools • Cultivating Futures • Competitions		

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
		
• Risk assessments and safety policies are in place and are regularly updated to ensure all children are safe within the school and on visits. • Whole school Thrive approach • Our school is a Healthy Schools Plus school which is evidence of all of the work we do to promote a healthy lifestyle • Clubs for children offered, some by volunteers or other organisations, including this year: sports for tots, football, netball, dance, surf and Bikeability, performing arts and computing. • Pupils have access to a school nurse on a referral basis. • School Council • Information in newsletters and/or on school website for parents to help them understand needs of children at our school. This has included information on pupils with autism or Tourette syndrome	• Time to Talk • Socially Speaking • Playtime and lunchtime nurture group for invited children to help them have fun in a supported way. • Coffee and cake sessions are offered to all parents to help us work together to support children's wellbeing and learning needs. • Any child can talk to a teacher or teaching assistant in school about any worries. Some children may also benefit from having an identified adult/s in school to support their wellbeing. This could be the Thrive/Trauma Informed Schools Practitioner, class teacher, Head teacher or Inclusion Leader. • Our Cultivating Futures outdoor area provides an environment for relieving stress and gives children the opportunity of learning in a different environment.	• Team Around the Child (TAC) meetings, Early Support meetings and reviews are supported by a range of agencies. • Assessments carried out for individual pupils by school and family to determine emotional and wellbeing needs. Information shared with support agencies including those listed below. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: ➢ Early Help Hub ➢ Child and Adolescent Mental Health service ➢ Educational Psychologist ➢ Penhaligon's Friends ➢ School Nursing team ➢ Dreadnought ➢ Speech and Language Therapy • For more information and contact details for these agencies, please see 11. below

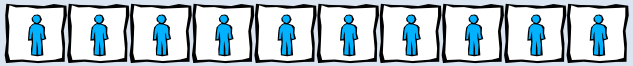
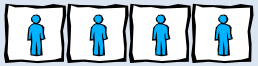
• The social moral spiritual cultural (SMSC) aspects of learning are an integral part of our school life and a focus for our class assemblies. • Whole school approach using the Thrive/Trauma Informed Schools approach: a specific way of working with all children that helps develop their social and emotional well-being. • Children throughout the school are involved in age-appropriate activities during Mental Health Week (including a whole school assembly) aimed at supporting their emotional wellbeing.		• Pupils with specific medical conditions have an individual Healthcare Plan. • Individual targeted support using the Thrive/Trauma Informed Schools approach

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 
• Whole school events involving children at school and their families, including Music Evening, annual Christmas, Easter and Summer Fairs, Sports Day, Christmas events, plays. • Special social events for children e.g. a Pirate evening/night for children in KS1 • Sleepovers in school to boost confidence and security • Class educational visits • Residential camps • Using year 4 or year 5 playground leaders to support social interaction during lunchtime • Liaison activities offered by local secondary schools	• Talk Boost • Nurture group at playtime and lunchtime • A home visit by class teaching staff is offered to parents and carers of children before they start school in Reception class. • Learning together sessions for children and their parents and carers • End of year celebration event for year 6 pupils at a local hotel • Family learning activities and workshops	• Additional support/ adjustments to provision made for individual pupils to ensure that every pupil can access opportunities for social interaction.

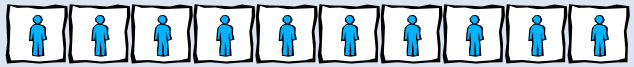
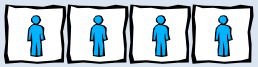
• After-school clubs • Drama		

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 including our outside area are accessible to all. • Wheelchair access is available to all classes. • Pupils say they feel safe in an environment where bullying is absolutely minimal and dealt with effectively. Extract from the *Connor Downs Ofsted report June 2018:* *'Pupils say there is little bullying in the school. They are confident in the knowledge that staff deal promptly with any concerns they may have. Pupils demonstrate a good understanding of how to keep healthy and safe, including from online bullying. '*	• Quiet areas are available. • Use of our calm and nurturing Cultivating Futures outside area, including areas where we have an outdoor classroom and pond and where chickens and rabbits are kept - to support emotional wellbeing and to promote active learning/nurture group activities with small groups of pupils. • Designated distraction-free teaching area - the Green Room used for individual or small group work.	• Designated distraction-free teaching area - the Green Room used for individual or small group work. • Use of our calm and nurturing Cultivating Futures outside area, including areas where chickens and rabbits are kept, to provide individual emotional support or for pupils needing sensory breaks during the school day and for active learning opportunities • Dedicated resources matched to pupils' needs are available to all staff. Where appropriate, training in their use is

• Pupils know what to do if they feel they are being bullied • There is a designated 'Designated Safeguarding Officer' : Mrs Jan Eddy and a deputy: Mrs Hilary Palmer, and a named Designated teacher for Child in Care (Mrs Hilary Palmer) • Teachers focus on rewarding good behaviour for example through the Good to be Green scheme to promote a positive learning environment. • Good to be Green displays. • Children's achievements are valued at our weekly 'Shine' Assemblies where parents of pupils whose work is being celebrated are celebrated. • Our outdoor learning environment has been transformed to provide an innovative learning space incorporating an amphitheatre area, willow weaving areas, outdoor learning spaces, Science hub, and areas for growing fruit and vegetables and for keeping chickens. • An Early Years outdoor area which includes sand and water zones, a mud kitchen, stage for performances. • School has a robust Single Equality Scheme.		provided by the Inclusion Manager at staff meetings for teachers and teaching assistants or for individual staff. • Concerns or comments from staff, parents or the children themselves are shared with lunchtime staff through a 'lunchtime communication book'.

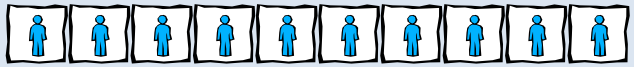
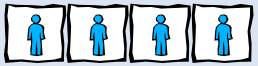
9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We liaise with local early year providers to • identify pupils with additional needs who will be joining our school in YR For pupils before starting school in YR: • Option of a home visit to enable reception class teacher to meet children and their parents before they start school • Opportunities for parents and children due to start in YR spend time in school, including information sessions for parents on how to help their child be ready for school and an opportunity for parents and their child enjoy a school lunch together.		For pupils before starting school in YR: • Option of a home visit to enable reception class teacher and SENDCO to meet children and their parents before they start school • We talk with, and where possible visit local early years providers to help us to be ready to support pupils with additional needs joining our school in YR. • Creation of visual resources to support transition for children starting school, for families to use with their child in the

• An enhanced transition for children making the move from Reception class to Year 1 For all pupils before they move up to a new year group: • Parents informed in advance by letter of which class their child will be in in the new school year. • Teachers from previous class and new class meet to discuss all individual pupils. • Moving Up Day for children to meet the teachers and teaching assistants who will be working with them during the next year. For children moving to a different school before the end of Y6: • Where possible talk with staff at new school to discuss pupil For children due to start secondary school: • Inclusion Manager talks to secondary school staff and where possible visits local secondary schools to discuss all children who will be transferring from our school at the end of Y6. • Visits from secondary school staff and previous pupils to meet Y5 and Y6 children. • Activities for our Y5 and Y6 children led by local secondary schools.	For some pupils before they move up to a new year group: • Enhanced transition involving additional time in new class getting to know the teacher and teaching assistants for any children who would benefit from this. For some children due to start secondary school: • Enhanced transition for invited children including those with additional needs and those who may feel anxious about the transition to a local secondary school through an additional visit accompanied by a member of staff from their primary school to meet learning mentors and have a school tour.	summer holidays for example a 'My New School' or 'My New Class' booklets. • YR teacher and other staff as appropriate attend training offered to support individual pupils For some pupils before they move up to a new year group: • Creation and use of 'pupil passports' and similar resources to support pupils during the summer term and for their parents to use with their children in the holidays to support a smooth transition. For children moving to a different school before the end of Y6: • Where possible, discussion with staff at new school to discuss individual needs and where appropriate pass on resources for the pupil to use at their new school. For some children due to start secondary school: • Some individual children may need a more structured and supported transition between primary and secondary school.

• 'Super Saturdays' events at a local secondary school for Y5 and Y6 children. • Visits to secondary schools. Some secondary schools arrange transition events during the summer holidays.	• Invited children attend learning workshops at local secondary schools with children from other local primary feeder schools to help them prepare for secondary school	• For these children, discussions involving the child, their parents and the primary and secondary school will help us know how to best support this transition. • Parents may want to visit secondary schools that they feel may suit their child. The SENDCO is happy where possible to accompany parents on visits to secondary schools if parents would like this.

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

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
SENDCO • Accredited SENCO qualification • Raising Achievement training • Breaking through the Barriers to boys' achievement conference • Engaging hard to reach parents • School Improvement conference Individual teachers and teaching assistant training: • Growth mindset INSET • INSET: raising achievement • Phonics (KS1 and KS2 staff) • Maths • Effective questioning and feedback • Five teaching assistants have participated in	SENDCO • termly SENCO Network meetings • Clicker 7 training • Clicker 6 webinar Teachers and teaching assistants: • Attachment awareness training • Positive behaviour management training from member of staff from the Behaviour Support Service • Autism awareness training • Epilepsy awareness • Clicker 6 webinar • TA intervention training	SENDCO • National Award for SEN Coordination Master's level 1 year course • Three day Autism Champion training SENDCO, teachers and teaching assistants: • 2 sessions of Makaton training • Staff meeting with Vision Support Team • Epilepsy awareness training Individual staff training: • Paediatric Epilepsy Awareness • Training provided by the Vision Support Team

Foundation degree courses in teaching and learning/education One hour training sessions provided for volunteers: ➢ Phonics ➢ Hearing readers…moving children's learning on ➢ Makaton	• Fun Fit/DCD training • Training provided by the Vision Support Team Individual staff training: • Early Bird plus one training • THRIVE training – 10 days of training for two members of staff this year	

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	The Early Help Hub is the single point of access for council and community based health services including those for children and young people.	**Early Help Hub** are open: Monday – Thursday 8:45am – 5:15pm Friday 8:45am – 4:45pm Closed on Bank Holidays 01872 322277 or email (see Cornwall family information service website for more details).
Early Support (ES)	• Early Support helps different agencies work effectively together to support individual children with disabilities and their families. • ES helps schools to set up meetings in school where the agencies share information and create plans helping schools know how best to support the child in school.	Ravena Jelbert Early Support Co-ordinator (West) Tel: 01736 336660 07968 992128 rjelbert@cornwall.gov.uk
Speech and Language therapists (SaLT)	This is a service that helps children in Cornwall aged 0-19 years who may have difficulty with: • expressing themselves • understanding what is said to them • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking).	Telephone: 01208 834488 Email: cpn-tr.enquirslt@nhs.net

Family Support	• Family Support can help families with a range of challenges including bedtime routines and understanding your child's behaviour and how to respond. • They can also point families in the right direction for housing, benefit and debt advice and information about work or training	See Family information Service website for more information www.cornwallfisdirectory.org.uk
Education Welfare Officer (EWO)	• EWOs can help provide help and advice on school and attendance, bullying, child protection issues, elective home education and exclusion of pupils.	Tel: 0300 1234 101 Email: children@cornwall.gov.uk
Autism Spectrum Team (AST)	• This specialist team play an important role in in helping to meet the needs of people with autism and their families. When supporting pupils in school they may carry out assessments, recommend strategies to school staff and coordinate meetings between school and families.	Tel: 0300 1234 101 Email: children@cornwall.gov.uk
Child and Adolescent Mental Health Service (CAMHs)	• CAMHs support children and families with a range of challenges including anxiety.	Tel: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net
Vision Support Team (VST)	• The VST work with Children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years' settings and schools to enable them to overcome barriers to their education caused by their vision loss and to help them achieve their potential.	Tel:0300 1234 101 Email: children@cornwall.gov.uk

Educational Psychologists(EP)	• These professionals help parents and schools understand more about how a child learns and how best to support children in school.	Tel: 0300 1234 101 Email: children@cornwall.gov.uk
School Nursing Team	• School nurses offer health assessments to all children when they start primary and secondary school. This information is used by the NHS to help plan and improve services for children to help ensure children and young people stay fit and healthy. • They can also provide advice to young people, their parents, carers and teachers.	Tel:01872 221400 cpn-tr.ChildrensCMC@nhs.net
The Physical Disabilities Team	• This team provides support to students with physical disabilities who attend mainstream schools across Cornwall. The key target is to ensure maximum access to the school curriculum. • This support may involve using ICT e.g. Clicker 6 to improve learning opportunities.	Melinda Leishman Physical and Medical Needs Advisor Referrals arranged through schools.
Occupational Therapist (OT)	• Families and our school work with these health professionals to support children with physical needs in school. • OTs can create therapy plans for individual children so that the school knows best how to support them.	Children's Community Therapy Service Tel: 01872 254531
Penhaligon's Friends	• A voluntary organisation that has worked with our school to help children and families with issues around serious illness or bereavement in their family.	Tel: 01209 210624 or 01209 215889 Email: enquiries@penhaligonsfriends.org.uk

Dreadnought	• An organisation that can support pupils who experience confidence challenges and relationship difficulties. Dreadnought can also support children with bereavement issues.	Tel: 01209 218764 Email: team@thedreadnought.co.uk

12. Pupil progress

Pupils' progress in lessons is assessed on a daily basis by your child's class teacher and in discussion where appropriate with other staff. Pupils also self-assess their progress towards learning outcomes in lessons. To support the progress of pupils with SEND, termly personal Individual Learning Plan (ILP) targets are set by the class teacher in discussion with the pupil and with SENDCO. As your child achieves these targets they are modified or new ones are set. At the end of term pupils with SEND give their views on their progress towards these individual targets.

13. How we know how good our SEN provision is at Connor Downs Academy?

We evaluate the quality of our SEN provision throughout the year. We use Classroom Monitor to assess progress and for a very few children in KS2 where it is more appropriate, we use P scales. We monitor our provision through a half termly data analysis for reading, writing, maths, science and the foundation subjects music, art, DT, history, geography and PE. The quality of our SEND provision is also reviewed through our termly Aspire monitoring visits, through lesson and intervention group observations, learning walks, book scrutinies and conversations with pupils. We use this information to help us to plan support for each of our pupils with SEND and to adjust our provision as needed. An evaluation of our SEN provision is also part of Ofsted inspections – our most recent Ofsted report was in June 2018.

We also listen to and respond to parent feedback through a variety of parent meetings and through annual parent questionnaires. For pupils with an EHC plan, we also seek parent feedback and comments during EHC plan review meetings.

14. If you wish to complain

If you feel that you have concerns about your child's SEND provision, in the first instance please speak to the class teacher and then if necessary to our SENDCo (Mrs H Palmer). Where appropriate, concerns may then be escalated to the Head of School (Mrs J Eddy) or Aspire Inclusion Director (Mrs S Costello).

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: http://cornwall.childrensservicedirectory.org.uk

FREQUENTLY ASKED QUESTIONS

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

We always listen to parents' concerns about their child or children. Children who may be vulnerable or those who are experiencing difficulties in terms of disability, emotional wellbeing or academic progress, are closely monitored using, for example, termly tracking systems and feedback from staff. All of this information helps us to identify children who need extra help.
When a child transfers to our school from another school we do our utmost to find out as much as possible from the child's previous school. If there are external professionals involved with that child then their opinions and reports are considered to ensure that we get the full picture of that child's needs.

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. Please speak to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCO) and / or the Head Teacher. Following these meetings steps will be taken to address any concerns you may have about your child.

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

At Connor Downs Academy we are flexible and creative in our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons and activities that are accessible to all pupils. We aim to make our curriculum a rich, varied and relevant one that inspires children in their learning.

All lessons are differentiated appropriately according to the needs of all of the children. Where a child is withdrawn from classroom activities for short periods of time in order to access more intensive support, great care is taken to ensure the child does not miss key classroom learning. Interventions are carefully planned by the class teacher with support from the SENDCO as necessary to closely link with classroom learning. They aim to enable the child to further develop skills that they can bring back to the classroom to support their learning, learning independence and emotional wellbeing.

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

At Connor Downs we operate an 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff and parents may arrange to talk in person or on the phone at end of the day to discuss any concerns and to share and celebrate successes and achievements. Parents and pupils are invited to attend Parent Consultations in the autumn term and in the spring term. For parents of pupils with SEND, these are an opportunity for the class teacher to share strategies that can be used at home to support the pupil. Families are invited to take part in a wide range of optional learning activities called Homework Grids – generally linked to the topic the class are working on - to enable them to be involved in and support their child's learning at home.
Annual reports are sent home to parents, and throughout the year there are 'open afternoons' whereby parents are invited into the classrooms to share the children's learning and progress. After school learning together sessions are also provided for parents and their children for example in maths. In addition, afternoon coffee and cake sessions are offered each term to support parents and others who are interested in widening their understanding of a range of special educational needs.

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

The wellbeing of all of our pupils is always our priority. Your child's wellbeing is supported in school in a wide variety of ways. We help children learn about how to be physically healthy and how to enjoy good mental health, as well as encouraging them to live a healthy lifestyle; we keep them safe by protecting them from harm and neglect; we aim to help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we support h them to make a positive contribution to school, the community and society ; and we contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

6. How accessible is the school environment?

The school buildings at Connor Downs are accessible to everyone who attends school or who comes to visit us. We also have good access to our Cultivating Futures outside area. We have disabled changing facilities in both our Y1/Y2 building and in the main building.

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

Your child will be well supported by school throughout every transition process whether moving to a new class in school or in moving to secondary school. We listen to pupils' views and aim to involve parents in the process. When moving to a secondary stage of education,

current staff and staff at the secondary school meet to agree a transition plan for each Y6 pupil with SEND. This could involve your child attending additional visits to the new school with staff from their current school or additional opportunities for parents to meet with staff who support pupils with SEND at the secondary school. Details of what we provide are shown in the above report.

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

We access a wide range of specialist services as needed to support our pupils with SEND. Some of these services are available within our Aspire Multi Academy trust and others are accessed from a wide range of services and agencies including : Speech and Language Therapy, Early Help Hub and the Autism Spectrum team.
The Family Information Service website: http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page provides information on services that are accessible to parents, including drop in sessions for parents and parent training.

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

The wide range of out of class activities we provide at Connor Down Academy are made accessible to everyone. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of educational visits throughout the year. We offer additional opportunities to participate in off -site physical activities including the annual Trevictus Games. All children are encouraged to take part in after school clubs, and those children who need it are provided with additional support. This also applies to educational visits and residential visits and adaptations are made where necessary to ensure that every child feels included.

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

The Special Educational Needs and Disability Co-ordinator (SENDCO) has achieved the Masters level accredited National Award for SEN Co-ordination, a year-long qualification which looks in depth at a wide variety of educational topics to enable them to know to how best support children with SEN in school. Other training that the SENCO and other school staff have attended is shown in the Reflection and Review Document on the website. This year, training has already including training related to creating Mentally Healthy Schools and Trauma Informed School.

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

If you feel that the Local Offer/Information report or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to the SENDCO (Mrs H Palmer). Concerns may then be escalated if necessary to the Director of Inclusion (Sue Costello) or to the Board of Directors at Aspire Academy Trust.

12. How is your School Offer and Information report reviewed?

Our School Offer and Information Report are reviewed annually in consultation with staff and hub councillors.