

**Kehelland Village School**  
**Our SEN Information report**  
Date: Updated Sept 2021

**Kehelland Village School** is a small village school which prides itself on having an inclusive ethos and the efforts we make to ensure every child can access the curriculum, extra-curricular activities and outside visits.

We aim to meet the individual needs of all our children through quality first teaching. We aim to identify additional needs early and offer a range of intervention programmes targeted to meet the additional needs of the individual and groups.

As a small school we have quite large class numbers but also have additional spaces to support some interventions within quieter rooms on a 1:1 basis.

We aim to foster good links with the range of pre-schools that feed into our EYFS class and with the number of secondary schools to which our children move on to. Enhanced transition is offered to our most vulnerable pupils moving to secondary school.

We work closely with outside agencies to ensure that every child has opportunity to learn and make progress.

We have an excellent outdoor environment and our developing Forest School is a highly beneficial addition to the curriculum. The school has disabled toileting and is wheel chair accessible - via designated routes.

We offer a Breakfast Club and a wide variety of clubs and extra-curricular activities after school as well as afterschool child care which is available to all. We have strong community links as well as working in close partnership with other schools in the Truro and Penwith Academy Trust.

We also have links with the local special school accessing support through their Outreach Programme. We offer specialist PE teachers and music tuition with peripatetic teachers.

Our SENDCO is also our Headteacher allowing for parents to hold single point conversations to stop repetition of information. We have a dedicated SENDTA who support all pupils with EHCPs and many of those on our record of Need.

Kehelland Village 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

Link to other documents (if available)

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Link to our school's Equality Objectives

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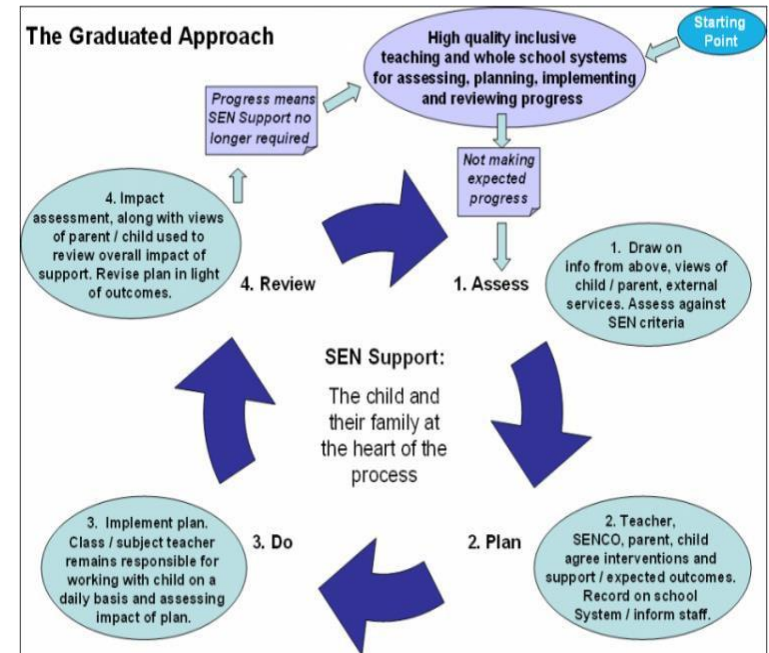
Link to our school's Accessibility Plan/Policy

## The Graduated Approach

The graduated approach describes the process by which Kehelland Village 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



**Name of the Special Educational Needs/Disabilities Coordinator: Miss Joanna Harvey**

**Contact details: [head@kehelland.cornwall.sch.uk](mailto:head@kehelland.cornwall.sch.uk)**

**Name of The Governor responsible for SEND is Mrs Hannah Hopkins**




**Contact details: [hhopkins@kehelland.cornwall.sch.uk](mailto:hhopkins@kehelland.cornwall.sch.uk)**

## The levels of support and provision offered by our 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 and will be shared with the pupils and parents as part of the graduated approach.

### 1. Listening to and responding to children and young people




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Detailed planning and objectives for literacy and numeracy with differentiated outcomes for all groups</li> <li>• Termly opportunities for parents to meet teachers for all pupils</li> <li>• School Council</li> <li>• Peer reading</li> <li>• Pupil conferencing</li> <li>• School Leaders for school development</li> <li>• Learning Mentor</li> <li>• Annual pupil questionnaires</li> <li>• Partner work and contribution to lessons, circle time, and whole school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• SEND pupils are included in all consultation groups</li> <li>• Intervention groups work as nurture groups as well, and feedback is valued</li> <li>• Additional provision is developed in light of student voice</li> <li>• Pupils views are incorporated into personalised curriculums (APDRs)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the pupil</li> <li>• Pupils views (where possible and appropriate) form an integral part of TAC meetings and SEN reviews</li> <li>• Pupils views are incorporated into personalised curriculums (APDRs)</li> <li>• Documentation is presented in a format that is accessible to the pupil where possible, and pupil views are collected through a range of media: videos, pictures, choosing books etc.</li> </ul>

## 2. Partnership with parents and carers




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers class teachers, phase leaders, deputy head teacher and head teacher all involved in process of communication</li> <li>• Parents and carers attend FACE2FACE meetings in the Autumn and Spring terms, with a report in the Summer Term and meeting opportunity to follow up on it</li> <li>• Parent's Questionnaire sent home annually</li> <li>• Where necessary, parents are given support to access multi-agency support</li> <li>• Parental/carer weekly newsletters and letters home about specific information.</li> <li>• Parents meetings for information sessions</li> <li>• Parental attendance at family assemblies and other events throughout the year</li> <li>• Parent advice from Learning Mentor</li> <li>• Text message system</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend information sessions re supporting their children at home - available sessions from outside agencies circulated on weekly newsletter.</li> <li>• Virtual sites such as 'Timestable Rockstars' 'Lexia' are available to support learning at home</li> <li>• Parents are able to contact school about concerns at any time</li> <li>• Support via the Early Help Hub, such as a family support worker.</li> <li>• Contact with families via phone or email</li> <li>• Additional meetings to discuss specific needs outside of FACE2FACE</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are supported in attending, and are actively involved in, all TAC meetings and reviews where their views are an integral part (ie APDR reviews at parent Face2Face meetings)</li> <li>• All documentation is presented in a format that is accessible to parents</li> <li>• 'Meet and Greet', and 'End and Send' for individual children</li> <li>• Home/school communication book for specific needs.</li> <li>• SEN Review of EHC Plan - annual with professionals.</li> </ul>

<ul style="list-style-type: none"> <li>• School website and Facebook page</li> <li>• Use of a school communication diary daily for all pupils</li> </ul>		
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### 3. The curriculum

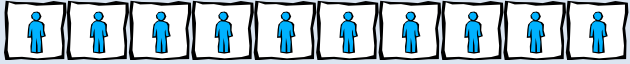


<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students</li> <li>• All students, regardless of ability have full access to the curriculum</li> <li>• Lessons are planned and delivered catering to all styles of learners</li> <li>• Termly data tracking to identify pupils who need specific interventions</li> <li>• We ensure a broad, balanced and relevant curriculum through our 3C curriculum</li> <li>• High expectations for involvement in learning</li> <li>• Classroom culture which encourages risk taking</li> <li>• Clear learning objectives and 'steps to success' shared with all pupils</li> <li>• Feedback and marking review is encouraged for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are needs lead. (See section 4)</li> <li>• The progress of all students taking part in intervention groups is measured half termly</li> <li>• The intervention packages are adapted in light of pupil progress</li> <li>• Coloured overlays/books/pencil grips/wobble cushions/fidget to focus toys</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary</li> <li>• Pupils may access an individualised curriculum tailored to their interests, that still meets the needs of the skills being taught.</li> <li>• Outside agency involvement for support</li> </ul>

### 4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Clear learning intention: WALT</li> <li>• VAK range of teaching and learning styles</li> <li>• In-class differentiation of work / differentiation of outcomes for activities</li> <li>• Reinforcement or extension activities</li> <li>• Quality marking - positive named comments, strengths and next steps identified</li> <li>• Non-written tasks: recording, taping, drawing, Teacher/TA scribing</li> <li>• Feedback from assessments - pupil conferencing</li> <li>• Working/learning walls and displays</li> <li>• Access to learning support materials - word lists/mats, number lines, 100 squares</li> <li>• Use of concrete equipment in numeracy</li> <li>• Visual timetable and shared timetables</li> <li>• Range of dictionaries and thesauruses</li> <li>• Adult support and position in class - Teacher and TA</li> <li>• Above and Beyond reward expectations</li> <li>• Godrevy Learning partner tasks</li> <li>• Individual rewards and praise - positive reinforcements, Head Teacher awards</li> <li>• Brain Gym activities</li> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Additional reading with and adult</li> <li>• Circle Time</li> <li>• Small group Life Wise work</li> <li>• Small group targeted interventions</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Peer reading</li> <li>• Keyboard Skills</li> <li>• Additional handwriting practice</li> <li>• Speed up Handwriting/Speed Writing</li> <li>• Fun Fit</li> <li>• Write from the Start</li> <li>• Brain Gym activities</li> <li>• Nessy</li> <li>• Additional phonics sessions</li> <li>• Number formation grids/booklets</li> <li>• Writing slopes,</li> <li>• pencil grips,</li> <li>• handwriting pens</li> </ul>	<ul style="list-style-type: none"> <li>□ Individual support in class</li> <li>□ Precision teaching</li> <li>□ Pre-teaching</li> <li>□ Speech and Language Therapy</li> <li>□ Learning mentor support</li> <li>□ TIS sessions</li> <li>□ Outside agency guidance, outreach visits etc: Teacher of the deaf, Vision support services, Educational Psychology, Penhaligon's Friends, Occupational Therapy, cognition and learning service</li> <li>□ Home/School records</li> <li>□ Individual ICT equipment</li> </ul>

<ul style="list-style-type: none"> <li>• Spellingshed</li> <li>• Joinup</li> <li>• Marking ladders/writing frames/toolkits</li> <li>• Effective use of ICT by pupils and teacher</li> <li>• Whole school Life Wise PSHE programme</li> </ul>		
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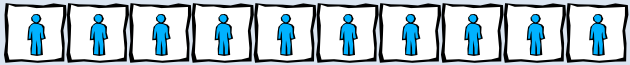
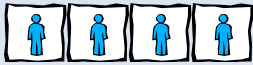

## 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All pupils are encouraged in their independent learning skills</li> <li>• Appropriate resources are available in all classrooms to promote independence</li> <li>• Visual timetables</li> <li>• Working wall in room and other prompts</li> <li>• Key Vocabulary displayed and Success criteria</li> <li>• Teaching and modelling learning behaviours</li> <li>• Building Learning Power curriculum</li> <li>• Whole school Trauma informed schools approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Students have personalised equipment to help them learn such as talking tins, overlays and number squares</li> <li>• Where necessary students have access to: visual timetables; task cards; and prompt cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support is shared to build resilience in the young person so that they have self-coping strategies for when and if the TA is absent, and to build independence where appropriate.</li> <li>• When appropriate personalised task boards and timetables are available to support independence.</li> <li>• Now and next boards</li> <li>• Individual visual timetables and other visual aids such as traffic lights, choices boards</li> <li>• Quiet spaces/break-out area</li> </ul>






<ul style="list-style-type: none"> <li>• Play leaders at lunchtimes</li> <li>• Behaviour system that focuses on positive choice and visual reminders</li> <li>• Kinaesthetic rewards</li> </ul>		
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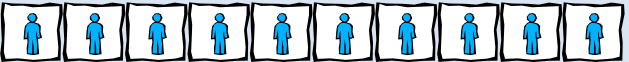


## 6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• PSHE lessons include all students, Life wise</li> <li>• Whole school Trauma Informed Schools approaches</li> <li>• Pupils have access to a school nurse on a referral basis.</li> <li>• Risk assessments and safety policies are in place to ensure all children are safe within the school.</li> <li>• Resilience is promoted through competitive sports</li> <li>• After school clubs</li> <li>• Weekly celebration assembly</li> <li>• Staff training on first aid</li> </ul>	<ul style="list-style-type: none"> <li>• If appropriate intervention groups to help self-esteem issues are available.</li> <li>• Bereavement counselling can be sought upon request.</li> <li>• Fun Fit</li> <li>• Pupil support mentor</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies.</li> <li>• Additional support for pupils can be requested from: CAMHS; social care; youth centres; Penhaligan's friends; Gwennak Kernow etc</li> <li>• Students with specific medical conditions have an individual health care plan.</li> <li>• Sensory breaks for identified children</li> <li>• Pupil support mentor</li> </ul>

## 7. Social Interaction opportunities




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Teaching in class and Godrevy grouping to support social interaction</li> <li>• Mixed class sports and challenge days</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specific per support</li> <li>• Social groups</li> <li>• Specially speaking intervention</li> <li>• Draw and Talk</li> <li>• Group therapy interventions</li> <li>• Quiet areas are available in class as well as break out space</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised intervention programmes</li> <li>• Music tuition to support individual development</li> <li>• Group intervention - circle of friends</li> </ul>

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




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to everybody.</li> <li>• Wheelchair access is available to all classes through the library entrance</li> <li>• There is a designated 'Designated Safeguarding Officer' and a Deputy in this role also</li> <li>• Teachers focus on rewarding good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialist equipment resources where appropriate (overlays, sloping ramps)</li> <li>• Quiet areas are available in class as well as break out space</li> </ul>	<ul style="list-style-type: none"> <li>• Designated teaching areas are available</li> <li>• Dedicated resources matched to pupils' needs can be available</li> <li>• Liaison with Health professionals to support individual needs</li> <li>• Access to a range of sensory equipment including: light-board,</li> </ul>

<p>to promote a positive learning environment</p> <ul style="list-style-type: none"> <li>• The rewards and sanctions system is robust and displayed around the school</li> <li>• Externally supported Anti bullying ethos</li> </ul>		<p>trampoline, theraplay, CD player, giant soft toys</p>
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## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Strong links with pre-school settings EYFS teacher clearly identifies pupils who may need extra support through transition sessions.</li> <li>• EYFS transition is well planned and takes place regularly and progressively.</li> <li>• EYFS teacher visits pre-school settings to aide transition (where possible)</li> <li>• There are strong links with the receiving Secondary school. Pastoral leads identify pupils who may need extra support.</li> <li>• Taster sessions happen throughout the year and in a variety of curriculum areas.</li> <li>• 2x'Moving-up' days across the school allows all pupils to work with their new teacher.</li> <li>• Staff meetings are planned in for transition to the next class/year group</li> </ul>	<ul style="list-style-type: none"> <li>• Previous interventions are shared and discussed at transition meetings in school (year to year).</li> <li>• Additional informal transitional classroom, and the wider school environment, visits are made for small groups/individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Where necessary, individualised transition programmes are put in place.</li> <li>• SENCo liaises with Secondary schools and pre-schools to ensure all information is shared before transition where possible</li> </ul> <p>Photo books of staff and environment created and sent home in the summer term.</p>

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• 2 x termly focused PDMs for all staff on SEND development</li> <li>• SEND review with Governor termly</li> </ul>	<ul style="list-style-type: none"> <li>• SEND curriculum review by SENDCo fed into Governor review</li> <li>• Intervention monitoring on 6 weekly basis</li> <li>• Assessment and screening</li> <li>• Referral reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised curriculum plan-ALKAN</li> </ul>

## 11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<p><b>Child Health Department</b></p>	<p>Community paediatricians work with children with individual needs</p>	<p>Community Child Health Pendragon House Gloweth Truro TR1 3XQ Medical secretaries:</p>

		Liz Taylor 01872 254514 Sue Dash 01872 254516
<b>Educational Psychology</b>	Specialists in learning, behaviour and child development	Penny Francis pfrancis@cornwall.gov.uk Kate Horrill - Acting Lead Ed Psych 2nd Floor, Council Offices, Dolcoath Avenue, Camborne, TR14 8SX khorrill@cornwall.gov.uk Tel: 01209 614175
<b>Behaviour Support</b>	Support with all aspects of children's behaviours from the passive unresponsive to the overactive	Neil Goddard ngoddard@cornwall.gov.uk Tel: 01736 571090
<b>Speech and Language Therapy</b>	Advice and support for all speech and language and communication needs	Speech & Language therapist Children's Care Management Centre Truro Health Park, Infirmary Hill, Truro, TR1JA Tel: 01872 221400
<b>Child and Adolescent Mental Health Service (CAMHS)</b>	Support children and adolescents with a wide range of emotional needs	Email: <a href="mailto:cpn-tr.ChildrensCMC@nhs.net">cpn-tr.ChildrensCMC@nhs.net</a>
<b>Penhaligon's Friends</b>	Support and programmes to help bereaved children and their families	Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth, TR15 1LU Tel: 01209 210624 01209 215889
<b>Dreadnought</b>	Support and programmes to help	The Dreadnought Centre

	children with behavioural and emotional difficulties	Carn Brea Lane Pool Redruth TR15 3DS Tel: 01209 218764 Email: terry@thedreadnought.co.uk www.thedreadnought.co.uk
<b>Social Services and Social Care</b>	Providing social care support for children and their families	Tel: 0300 1234 101
<b>Early Support Service</b>	Single point of contact and co-ordination service for disabled children	
<b>Equality and Diversity Service</b>	Promoting and supporting equal rights of all children	Equalities & Diversity, EAL Lead Tel: 01209 614053
<b>School Nurse Team</b>	Providing community health services and support to schools, children and their families	Children's Care Management Centre Truro Health Park, Infirmary Hill, Truro, TR1JA Tel: 01872 221400
<b>Multi Agency Referral Unit (MARU)</b>	Provide advice and multi-disciplinary response to concerns about safety	MultiAgencyReferralUnit@cornwall.gcsx.gov.uk For urgent referrals after 17.15 or at the weekend call the Out of Hours service on: Tel: 01208 251300
<b>Hearing Support Service</b>	Providing specialist support to children with temporary or	Teacher for the deaf: Sarah Wardle School Screening Service

	permanent hearing loss, their families and school.	Audiology Department Royal Cornwall Hospital, Truro. TR1 3LJ If you feel a more urgent response is needed Phone: 01872 254905
<b>Visual Impairment Service</b>	Providing specialist support to children with temporary or permanent vision loss, their families and school.	Teacher for visually impaired; Melinda Bains St John's Hall Penzance. Tel: 01736 336619
<b>Special Educational Needs Assessment and Provision Team</b>	Provide advice and guidance to ensure a child's SEN needs are appropriately identified and met	Rupert Lawler Tel: 01872 324416 Inny Building Old County Hall Truro TR1 3AY
<b>Parent Partnership</b>	Provide information and support for parents and carers of children with individual needs	Disability Cornwall, Units 1G & H, Guilford Road, Industrial Estate, Hayle. TR27 4QZ Tel: 01736 756655
<b>Family Information Service</b>	Provides impartial guidance on local services and support available to families	<a href="http://www.cornwallfisdirectory.org.uk/">http://www.cornwallfisdirectory.org.uk/</a> Cornwall Council 39, Penwinnick Road, St Austell. PL25 5DR Tel: 0800 587 8191

## 12. Pupil progress

- Children are assessed on an ongoing basis by their teachers with regards to progress in reading, writing and maths.
- Data on all children is collected termly and discussed with the Head Teacher, Deputy Head Teacher and SENDCo.
- Children with SEND are included as a vulnerable group when looking at this information.
- Progress towards APDR individual targets is assessed at the beginning of each term.
- Children, teachers and parents comment on their progress towards targets and evidence can be found on target cards, evidenced in books, recorded on intervention sheets and other places.
- New targets, should they be needed, are set and shared with the SENDCo.
- Copies of all APDR's are sent home to parents/pupils, used as working documents to refer to in class by all staff working with the child, and kept as a record of SEND support by the SENDCo.

## 13. How we know how good our SEN provision is

- Kehelland Village School evaluates effectiveness of provision of pupils with SEND through detailed analysis of pupils progress through data, progress towards individual targets on APDR plans, in annual review meetings of EHC Plans and through pupil consultation.
- Data on reading, writing and maths is measured against local and national data.
- Governor annual review of provision feeds I to SDP and SEF

## 14. If you wish to complain

Complaints will be dealt with through the Schools Complaints procedure - available on the School and TYPAT website.

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: <http://cornwall.childreusservicedirectory.org.uk>**

**Answers to Frequently asked Questions**



How do people in school know if a pupil needs extra help?

We use a variety of assessment strategies which 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.

What should I do if I think my child may have special educational needs?

The first point of contact about your child will always be the class teacher.

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

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

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

Kehelland Village 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 which outlines how the curriculum is made accessible to them. All children in the school access differentiated lessons to match their needs as individual learners.

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

All SEND pupils will have access to the School reporting events where they can meet with the class teacher and discuss progress in addition to the the parents will be invited to discuss and comment on the APDO plans for their child and feed into the review of these intervention plans

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.

How is my child 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. Kehelland Village School works hard to ensure all activities to be inclusive.

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

Appropriate resources are available in all classrooms to help all children. Interventions are tracked and monitored termly 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 and 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.

How is the decision made about what type and how much support each pupil receives?

For children receiving SEND Support, and who are subject to an APDR (Assess Plan Do Review 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.

Who can I contact for further information?

You can contact us at school or the SEND Parent Partnership Support Team on 01736 751 921