

**Alverton Primary School
SEND Annual Report
Updated September 2025**

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School Offer link: http://www.alverton.org.uk/web/special_educational_needs/451265
School (TPAT) SEN Policy: http://www.alverton.org.uk/web/special_educational_needs/451265
Cornwall Local Authority Offer can be found at: <https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/sendlocaloffer.aspx>

The Local Monitoring Committee will review this Information Report annually at their meeting in September.
Last review: September 2025

<p>What kinds of SEND are provided for?</p>	<p>All pupils are welcome at Alverton Primary School regardless of any individual needs. We always aim to meet or adapt practise to suit all pupils' needs.</p> <p>We provide for:</p> <p>Communication and Interaction - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.</p> <p>Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.</p> <p>Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.</p> <p>Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.</p> <p>We allocate our funding to support children through:</p> <ul style="list-style-type: none"> • support staff • external services • teaching and learning resources • staff training <p>Details of admission arrangements for pupils with Special Educational Needs are included within the school's Admissions Policy in the Policies section of our website under the Key Information heading.</p>
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<p>How do you identify children and young people with SEND?</p>	<p>Pupils can be identified in number of ways:</p> <ul style="list-style-type: none"> • Class teacher / teaching assistant refers to SENDCo • Ongoing assessments of learning • Tracking progress using data • Assessments by specialists, including those from external agencies • Parents/ carers raise a concern or inform of a need • The pupil asks for help or identifies a difficulty • Meetings with both Nursery SENDCo and school SENDCo to ensure the needs of pupils are met.
<p>Do you have arrangements for consulting parents of children with SEND and involving them in their child's education?</p> <p>When and how are children and young people with SEND involved in their education?</p>	<p><u>What Who When</u></p> <ul style="list-style-type: none"> • Pupil involvement in their learning; successes celebrated and points for development identified - pupils, teachers, teaching assistants • Daily informal discussions, and meetings by appointment - parents, teachers, pupils • Planned discussions - SEND Governor, SENDCo, teachers, support staff and pupils. • Termly parents' evenings - parents, class teachers, pupils (Autumn and Spring terms). • Daily reading diaries, daily individual home-school books according to identified need - parents, teaching staff, support staff • The nursery have hand over meetings in the morning with parents and contact parents during the day if appropriate. • Assess, Plan, Do, Review meetings with SENDCo, parents, class teachers, 1:1 support assistants, pupils and invited outside agencies / professionals as required in both main school and nursery termly. • EHCP termly and annual review meetings - SENDCO, parents, class teacher and other professionals. • Early Support meetings - lead professional, parents, pupils, teaching staff and other agencies involved (approximately 6 weekly or as requested). • TAC meetings - lead professional, parents, pupils, teaching staff and other agencies involved (approximately 6 weekly or as requested).

<p>How do you assess and review children and young people's progress towards outcomes?</p>	<p><u>The Assess, Plan, Do, Review Cycle:</u></p> <p>For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.</p> <p>This year, provision made for children/young people on our Record of Need has been:</p> <ul style="list-style-type: none"> • Communication and interaction - visits from the Speech and Language Therapist; 1:1 support by trained S&L staff with guidance from the S&L Therapist. In Nursery, ILPs inform staff of the support needed for pupils to communicate and interact with others and the setting. • Cognition and Learning - all pupils have access to high quality teaching; interventions in phonics, reading, writing and maths in small groups; specific interventions for dyslexic pupils eg precision teaching; 'Nessy', visual resources; individual learning programmes where required. In Nursery ILPs inform staff of the support needed for pupils to access learning. • Social, Emotional and Mental Health - the school has a pastoral support team who have received training in different aspects of social and emotional support including behaviour management, attachment and bereavement counselling; three members of staff have received Thrive training. Our pastoral team support provide individualised or small group support and also respond daily on an individualised basis. We have worked closely with outside agencies to provide support for some pupils with specific social, emotional and mental health needs including holding Early Support and TAC meetings as required. In Nursery pupils are supported through 1;1 interventions to support emotional needs. • Sensory and/or Physical Needs - we follow the advice and guidance from occupational therapists for individual pupils which may include daily physiotherapy exercises. Pupils with physical/motor co-ordination difficulties use resources specifically identified for their needs; input from the physiotherapy team has enabled pupils to be supported with daily exercises. In Nursery pupils with sensory and physical needs are supported through seeking advice from outside professionals and adapting the environment to ensure all pupils are safe.
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<p>What arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood do you provide?</p>	<p>We work with a number of schools in the area in the following ways:</p> <ul style="list-style-type: none"> • Within our school, there are strong systems in place to support transition between classes and phases. • Pre-school transition begins in the summer term with weekly visits to the EYFS classroom to meet staff. Additional transition is provided for pupils with SEN. The SENDCo will meet with parents and their key person to ensure all support is in place. • Class to class transition is considered with care for all pupils. • Reception to Key Stage 1 and Key Stage 1 to Key Stage 2 begins in the summer term with additional support for some pupils. • Opportunities for pupils to attend events at secondary schools (eg sporting activities) and workshops. • The transition from Year 6 to secondary school is supported through liaison with feeder secondary schools and their SENDCos and support teams. Humphry Davy, Mounts Bay and Cape Cornwall have dedicated transition programmes throughout the summer term for identified children which include extra visits at various times of the day as well as trips out and extra activity sessions. • Parents are included in this process by being invited to attend review meetings for SEN children at both primary and secondary schools, information evenings at secondary schools, actively involved in the extra transition programmes available. • An enhanced transition is a priority.
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<p>What is your approach to teaching children and young people with SEN?</p>	<ul style="list-style-type: none"> • As an inclusive school, we believe all pupils should be taught together. To achieve this may involve adapted teaching/resources, small group work or 1 to 1 support. • Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from the assessment of learning enable teachers to plan and deliver lessons which reflect individual pupils' skills, abilities and potential. • Our curriculum is broad and balanced and is made accessible for all children through adaptation and ensuring that each child is able to access their learning, providing support and an individualised curriculum as necessary. In Nursery the pupils' interests are used to further their enquiry and interest with a range of engaging learning opportunities. • We aim to ensure that children learn effectively and make good progress. We understand that, to be effective learners, children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. We help them to select appropriate methods, organise the resources they need effectively and be able to evaluate their own work. We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. • We ensure that we provide high quality teaching and learning - all teachers are responsible for the learning and progress of every child in their class, including those with SEN. • We provide an inclusive, adapted and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
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<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>Examples of this would be:</p> <ul style="list-style-type: none"> • Adapted teaching • Small group work • Visual aids • Learning walls • Learning packs • Varied teaching styles • ‘Sensory Diets’ • Resources for motor skills • Adaptions to the physical environment eg ramps, disabled toilet, shower, changing mat <p>Details of the school’s access arrangements for pupils with Special Educational Needs are found in the school’s Accessibility Plan in the SEND section of our website under the Key Information heading. http://www.alverton.org.uk/web/special_educational_needs/451265</p>
<p>What expertise and training of staff have you to support children and young people with SEN?</p>	<ul style="list-style-type: none"> • Our SENDCo holds the National Accreditation for SEN. Our Nursery SENDCo is studying for the Early Years Level 2 SENDCO qualification. Other areas of expertise include dedicated speech and language staff. • All staff training is ongoing to support the needs of pupils within the school and is decided upon by the main area of need at that time. Training is mainly delivered in house by the SENDCo, Trust, Educational Psychologist or by outside agencies. • This year, individual staff have received training in speech and language. We review the impact of this training by monitoring the progress of pupils, staff performance management, observations of staff and external visits from outside agencies. • The Nursery has a SENCO who works in partnership with the school SENDCo to offer support to parents and pupils with additional needs. • The SENDCo is part of the Truro and Penwith Academy Trust (TPAT) SENDCo network, sharing knowledge and expertise.

<p>When and how do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>We monitor the quality and impact of this provision by:</p> <ul style="list-style-type: none"> • observations in class, meetings and performance management reviews with teachers, 1:1 support and other support staff. The EYFS Lead has regular meetings with the SENDCo and nursery staff to ensure ILPs are effective and meeting the needs of pupils. • ongoing monitoring of the quality of teaching • identifying and tracking the progress of children/young people that require support to catch up by regular termly review meetings with SENDCo, parents, teachers and children, regular meetings between teachers and support staff and attainment meetings with SLT • identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle • consideration of application for an Education, Health and Care Plan
<p>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	<ul style="list-style-type: none"> • Through our inclusive approach, pupils are encouraged to work together regardless of need or ability. Many lessons encourage and support mixed ability working. • The school ensures that every pupil is able to achieve high standards. We ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. • We ensure that the school’s procedures are fair, effective and equitable. Further information can be found within the school’s Single Equality Scheme in the Single Equality Scheme section of our website under the Key Information heading.
<p>What support for improving emotional and social development do you provide?</p>	<p>We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral arrangements for supporting the emotional and social development of all children/young people, including those with SEND, are set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying policy. Other measures include:</p> <ul style="list-style-type: none"> • Support for pupils who join the school • Mentors for pupils who need additional support • Small social groups within classes • Pastoral Support team • Individualised pastoral support • 1:1 additional support when needed. • EYFS PSED progressive curriculum

<p>As a school how do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	<p>We have excellent relationships with other professional bodies in order to best meet our children's SEND needs and to support them and their families. We seek guidance and advice where needed and make referrals to them as appropriate.</p> <p>We currently work/meet on a regular basis with a number of outside agencies. These include:</p> <ul style="list-style-type: none"> • Educational Psychology • Behaviour Support • Speech and Language • Visual Support Team • Autism Team • Cognitive and Learning Team • Occupational Therapy • CAMHS • School Nurse team • Social Care • Locality1 Team, including Family Support, Early Support, CAF support • Penhaligon's Friends • Early Years Support Service • Communication Support Team <p>These will change depending on the need of the pupils during the academic year. We are always open to work alongside agencies to ensure we are supporting all pupils to achieve the best of their ability.</p>
<p>Ongoing Development</p>	<p>We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Action Plan.</p>
<p>Our Complaints Procedure</p>	<p>Anyone wishing to make a complaint with regard to SEND support and provision should consult our Complaints Policy which can be found in the Policy section of our website under the Key Information heading at http://www.alverton.org.uk/web/statutory_and_other_key_policies/79196</p> <p>In the last year we received two complaints where part of the complaint was related to SEND support and provision.</p>