



Our Special Educational Needs and Disability (SEND) Information Report

Our SEND Information Report details the provision, expertise and resources that are currently in place to ensure that we can meet the special educational needs of all the children in our school. The report will be updated regularly to reflect the changing needs of our pupils. All staff and governors are involved in monitoring and evaluating the special educational provision and are responsible for the successful implementation of this to raise the achievement and rates of progress of all pupils with special educational needs. St Ives Junior School is an inclusive school and the types of SEND we provide for are:

Communication and interaction - this includes children with speech and language delays, impairments or disorders, as well as those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties and/or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

Social, Emotional and Mental Health Needs - this includes children who may appear withdrawn or isolated, display disruptive, challenging or hyperactive behaviour or lack of concentration.

Sensory and/or Physical Needs - this includes children with sensory or multi-sensory difficulties and/or physical difficulties including hearing impairments

The list below is not definitive but reflects the needs of pupils currently on roll.

- *Dyslexia*
- *Autistic Spectrum Condition*
- *Attention Deficit Hyperactivity Disorder*
- *Hearing Impairment*
- *Sensory Processing Difficulties*
- *Developmental Coordination Disorder (DCD)/dyspraxia*
- *Social and emotional vulnerability*
- *Moderate learning difficulties*
- *Speech, language and communication disorders, including Developmental Language Disorder (DLD) and Developmental Verbal Dyspraxia (DVD)*
- *Physical and Medical needs, including diabetes*

At SIJS, we believe that high quality teaching is key, underpinned with high expectations of all pupils. In our flexible and targeted adaptive approach to learning, there is no ceiling placed on ability. Learning partners are changed regularly to enable pupils to learn with peers of different gender, ability and friendship groups. Class teachers have the ultimate responsibility for the learning of all pupils in class. This includes any intervention and direction to support staff.

All pupils on the Record of Need have an Individual Education Plan (IEP). Pupils' targets are addressed through specific teaching within the classroom by support staff or the class teacher. Where necessary, targets may be addressed through intervention with support staff or other teaching staff as directed by class teachers. The vast majority of intervention is done within the classroom setting. When it is considered that intervention is more appropriate outside of the classroom then the input is short and frequent.

Our Roots and Wings curriculum enables us to set out the knowledge, skills and values that our pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. The life-long learning dispositions of reciprocity, responsibility, reflectiveness, resourcefulness and resilience

are taught explicitly. The school celebrates a 'can do' culture where pupils enjoy being stuck and where making mistakes are celebrated.

Staff and governors are all given opportunities for relevant and appropriate training. Training is regularly updated and new knowledge, understanding and strategies are shared with all staff to ensure a consistency of approach across the school.

Headteacher: Ali Watts 01736 796202

Special Educational Needs and Disabilities Coordinator (SENDCo): Molly Barber 01736 796202

Listening and responding to pupils		
Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
- Personal, Social & Health Education is embedded within the Personal development and Roots and Wings curriculum - Pupil council - Pupil interviews between pupils and subject leaders - Individual pupil feedback on learning (where required) - Daily morning 'meet and greet' for all pupils with their class teacher - Safeguarding team promoted throughout the school as adults to speak to if any child needs to talk	- Pupils and their families are at the heart of everything we do at SIJS - Pupils are involved in setting their own Individual Education Plans (IEPS) targets with parents/carers and class teachers before and during IEP review meetings - Pupils complete a one page pupil profile which is shared with all adults working with the individual. - Concerns and disclosures are recorded in the safeguarding platform My Concern. Action is then discussed between the Headteacher/Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and other staff as required - Safeguarding and disclosure routines are carefully explained to all staff, and pupils are directed to the Headteacher/Designated Safeguarding Lead or Deputy Designated Safeguarding Lead: pupils know they will be listened to	1:1 targeted support to develop listening, speaking and social skills - Multi-agency meetings and regular meetings between school and home - Meetings start with the views of the pupil - Support in accessing Pupil Voice questions - Personalised areas for identified pupils out of class

Partnership with parents/carers		
Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
- Opportunities for parents/carers to contact class teachers and SENDCo by email (enquiries@stivesjunior.org.uk) or telephone. - Key adults supervising children at the year group entrances 8:30-8:50. - Support staff start at 8:30 to enable pre-teaching, daily reading and provide transitional support from home to school. Progress review consultations in October and March with parents/carers. - Additional parental consultations offered in July after reports. - Regular contact with parents/carers via phone calls as required.	- Parent voice included as part of an Individual Education Plan. - IEP (Individual Education Plan) review meetings are held each term. These meetings will be in September, January and April. - Headteacher, SENDCo and family liaison officer support parents/carers in signposting support e.g. Early Help Hub. - Home/school communication books used as required.	- Additional support meetings with Headteacher or SENDCo in managing needs when appropriate. - SENDCo works with families to discuss provision. - Annual reviews for children with a statement, or an Education, Health and Care Plan (EHCP). - Headteacher and SENDCo working to support parents/carers in signposting support e.g. Family Support, multi-agency meetings and regular meetings between school, home and external professionals. - Member of the support staff team will 'meet and greet' individual children at 8:40 and outline their day and complete a pupil's visual timetable.

• Regular newsletters from the Headteacher are shared electronically and placed on the website. • Regular learning updates from year group teams detail the learning are placed on the school website and Weduc. • The school website, Facebook, Seesaw and Weduc are regularly updated with information for parents/carers and learning opportunities. • 'Meet the teacher' for all parents at the start of academic year. • Use of Weduc for home/school communication and school meal selection and payment. • Seesaw used to share learning between school and home. • Family Liaison Officer pastoral support available.		
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The curriculum

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
• 'Roots and Wings' curriculum enables us to set out the knowledge, skills and values that our pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. • Curriculum Drivers focus on: Curiosity, Diversity & Identity—we value the importance of creating a sense of belonging through our curriculum and we want our children to have a sense of awe and wonder of the world around them and to be able to think critically for themselves. • Genuine, memorable learning opportunities to heighten pupils' levels of engagement • Home learning is used effectively to support the week's learning. This includes daily reading, as well as spelling and times tables practice. • Opportunities to learn instruments through peripatetic teachers • A range of assemblies led by strategic team and subject leaders • Annual report to parents celebrating successes throughout the curriculum	• Use of the EEF's high quality teaching 'five-a-day' principles (explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology). • Additional opportunities for pupils to read to an adult. • Range of early reading and spelling resources including Read Write Inc and Fresh Start. • Additional adult support in classes to heighten outcomes for all pupils, supporting emotional, sensory and communication needs. • A range of resources are available to support pupils sensory needs within the classroom (Zuma rocker chairs, move 'n' sit cushions, ear defenders, fidget toys). • A range of resources are available to support pupils learning within the classroom (Chromebooks, iPads, reading overlays, coloured paper, triangular pencils, 'Now and Next' boards, visual timetables).	• Personalised learning where appropriate. • Outside agency involvement: - Educational Psychologist - Hearing support team - Occupational therapist (Local Authority) - Physical and Medical Needs Advisor - School nurse - Cognition and Learning Service - Autism Team • Specialist Speech and language support. • Additional sensory input following recommendations from Occupational Therapist.

Learning and curriculum approaches – teaching and learning

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
• The SIJS 5 point model of teaching and learning provides a consistency of approach across year groups. • Consistently high expectations of behaviour for learning. • High aspirations for all pupils. • Flexible groupings informed by responsive teaching. • A classroom culture which encourages risk taking and which celebrates mistakes. • Clear WALT (learning objective) or Key Question unpicked at the beginning of a lesson and reflected on at the end of a lesson. • Embedded opportunities for talk and collaboration. • Range of teaching styles to address the needs of learners. • Positive behaviour management strategies: catching pupils' 'getting it right'. • Pupils rewarded for making positive choices in weekly celebration assemblies, golden stickers celebrating the SIJS superpowers and house point systems. • Learning marked daily to inform the learning for the following day and to target resources. • Home learning is used effectively to support the week's learning. This includes daily reading, as well as spelling and times tables practice. • Consistent use of high quality technological hardware across the curriculum including The Hub (computer suite) desktop computers, chromebooks and iPads. • Evidence of learning and vocabulary on classroom working walls to support learning.	• Use of the EEF's high quality teaching 'five-a-day' principles (explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology). • Maths and Literacy support and intervention following class learning. • Pre teaching new content prior to lessons. • Additional opportunities for pupils to read to an adult. • Daily phonics sessions (reading and spelling), following screening, for booster phonics intervention, using the Read, Write Inc. programme of phonics. • Targeted adult support in classes to heighten outcomes for all pupils, supporting learning. • Technology to support the recording of learning – Clicker, iPads, laptops. • Technology to support modelling and ways to upleveling learning - visualizer. • Dedicated resources to support individual needs such as pencil grips.	• Personalised visual timetables. • Task Management boards (now, next and then). • Personalised learning. • Pre-teaching of subject knowledge and vocabulary. • Individual quiet zones outside of the classroom. • Dedicated resources matched to pupil behaviour, social and learning needs with individual motivators and rewards.

Self-help and independence

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
• Whole school aims and vision around 'togetherness' and the teaching of 5 SIJS Superpowers: learning dispositions/skills for life (Resilience, Reciprocity, Resourcefulness, Reflectiveness and the overarching Responsibility).	• Individual targets identified as part of a pupil's IEP to develop independence.	• Task management boards (now, next and then). • Personalised visual timetables. • Timers.

• SIJS Award to develop skills that will last a lifetime alongside developing the SIJS superpowers. Pupils complete a range of challenges using their superpowers of responsibility, resourcefulness, reciprocity, resilience and reflectiveness. Aspirational whole school expectations through the SIJS Expectations. • Whole school behaviour policy is focused on building positive relationships and restorative approach (reinforced with stickers and house points). • 2 pupils per class rewarded with weekly Special Certificates to celebrate the SIJS Super Powers displayed. • Adults consistently model high expectations and reinforce positive behaviour choices.	• TA supervision at playtime and lunchtime as well as during other less structured times.	• Quiet, personal areas to regulate feelings, emotions and sensory needs. • TA support for key children during less structured times.
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Health, well-being and emotional support

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
• SIJS superpowers of responsibility, resourcefulness, reciprocity, resilience and reflectiveness are taught explicitly throughout the school and referred to systematically at every opportunity. • A range of well attended after school clubs. • Class based movement breaks when appropriate. • Pupils encouraged to have healthy tuck at break time. • School opened to pupils at 8.40 with class teachers and teaching assistants on classroom doors to 'meet and greet' children every morning. • Weekly celebration assembly (Special Certificates). • High ratios of staff to pupils on duty in the playground at both playtime and lunchtime. • Lunchtime staff offer a range of zones for children to use. • Staff first aid trained: injuries recorded systematically and careful liaison with parents/carers when appropriate. • Weekly 'Jigsaw' PSHE session to support and develop emotional and social skills. • Safeguarding team promoted throughout the school as adults to speak to if any child needs to talk. • Family Liaison Officer available to support children and their families. • Training for staff on ways to support well-being and emotional support coaching.	• Early morning Funfit provision for a small identified group with activities to develop motor skills, teamwork and resilience. • Development of social skills and communication skills through games. • Family Liaison Officer pastoral support in place for any child or family who needs support or reassurance. • Targeted SEMH interventions. • One page pupil profile completed by every child on the RON to allow their voice to be heard. • Mental Health Practitioner available from the Mental Health Support Team (MHST) to provide advice and sessions within school.	• Sensory breaks for identified children. • Quiet areas – for identified children. • Involvement of Child and Adult Mental Health Service (CAMHS), CLEAR, social care and family support. • Joint working between families and agencies. • 1-to-1 early morning sensory circuits and funfit activities for individual, identified pupils. • Individual daily plans for identified pupils. • Individual risk assessments for identified pupils. • Individual behavioural support plans for identified pupils.

Social Interaction opportunities

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
• Collaborative learning at the heart of the school's approach to learning. • Daily adult 'meet and greet' at classroom doors to check in with all children. • Comprehensive range of equipment/activities for pupils to engage with during lunchtimes. • School opened to pupils at 8.40 for settling time before lessons start. • All children attend visits and whole school events (where possible). • After school club timetable offers a range of opportunities termly. • Open afternoons for parents and carers to learn alongside their child and celebrate successes. • Parents and carers are invited to celebrate with the children during celebration assemblies. • House competitions to give all pupils a sense of being part of a team.	• Social and communication games for small group intervention. • Emotions and feelings cards, prompts and games. • Emotion coaching approach: "I wonder..." • Individual social targets as part of a pupils IEP.	• Social stories and transition booklets. • Emotion cards: "I feel..." • Individual social targets as part of a pupils IEP.

Physical Environment		
Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
• The school is well maintained and cared for, providing a stimulating environment for pupils. • Working walls in classrooms throughout the school enable pupils to recall prior learning. • Class and year group reading zones to promote reading across the school • Classroom displays remind pupils of the skills they need to be successful. • Resources are accessible to pupils, including technology. • Pupils enjoy learning in a wide range of physical spaces, including outside. • Water is made available to pupils. • "Ready Steady Grow Zone' (apparatus) to develop motor skills and strength. • Development of 'The Garden' and SIJS Outdoor Classroom. • Accessible toilet. • Tables and chairs in classrooms are appropriately sized. • Hand sanitising points. • Additional sinks for hand washing.	• Rooms and spaces for 1:1 learning and intervention. • Room for sensory equipment and a nurture space (The Harbour and The Haven). • Move 'n' sit cushions. • Therapy balls and Zuma Rockers. • Sloping writing supports are available if required. • Quiet areas/zones. • Chromebooks and 'Clicker' on ipads available to support writing. • Ear defenders available.	• Quiet zones for identified children. • Dedicated resources matched to pupil behaviour, social and learning needs with individual motivators and rewards. • Disabled access throughout the school. • Painted edges in outside areas for visually impaired pupils and adults. • Accessible (disabled) marked parking space. • Risk assessments in place to support children with physical disabilities.

Transition

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
• Transition meeting between year 2 class teachers and year 3 teachers in the Summer terms and between strategic teams and SENDCos. • 'Moving up Mornings' across the whole school and between KS1 and KS3 (where possible). • A number of additional sessions for year 2/3 transition (where possible). • Evening introduction meeting with parents/carers of pupils joining the school in year 3 attended by year 3 teachers and strategic team (where possible). • 'Meet the teacher' at the start of every school year for all year groups. • In depth discussion between school staff and staff from secondary school to inform year 7 form groups. • Throughout years 5 and 6 children visit the secondary school for meaningful learning opportunities (where possible). • In school transition meetings between previous class teacher and new class teacher to hold in depth discussions about each child.	• Additional visits in small groups (where possible). • SENDCo at St.Ives Infant school liaises with the SENDCo at the Junior school to discuss needs and provision of pupils on the Record of Need. • SENDCo at the Junior school liaises with the SENDCos of relevant secondary schools to discuss needs and provision of pupils on the Record of Need. • One page pupil profile completed and shared.	• Additional visits to the school from key year 2 pupils (pre-term visits). • Additional visits to St Ives School and other relevant secondary schools. • Social stories with information about the school (where possible). • SENDCo attends year 2 EHCPlan reviews. • SENDCos from secondary school invited to attend the year 6 EHCPlan reviews. • One page pupil profile completed and shared.

SEND Qualifications of, and SEND training attended by our staff and governors

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
Safeguarding updates- all staff DSL training - Safeguarding team Curriculum@SIJS delivered by Headteacher/Deputy and	SENDCo network meetings- virtual termly meetings with other schools in the West area- SENDCo SENDCo completing NPQSENDCo with best practice.	Team Teach training- key staff Educational Psychologist- bespoke support for social, emotional and mental health needs

subject leader- all staff Updated school vision and mission statement- delivered by Headteacher- all staff Relation and restorative practice, emotion coaching- by headteacher- all staff First Aid training updates- key staff 'When adults change' delivered by Headteacher/Deputy 'The Power of Curiosity' - Independent thinking Prevent Training - Steve Rowell	Autism in the classroom with Andrew Mercer, Lauren Ladd RSSF- key staff Phonics (Read Write Inc.) training delivered by English Lead- key adults Autism Champion Training for one key adult SEND Process @ SIJS- assess, plan, do, review by SENDco- all staff Support staff training held regularly Performance management for TAs carried out by SENDCo	Specific medical needs- community nurse training-key staff Deapp training - key staff Deaf Awareness- the impact of cochlear implants- key staff
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Educational psychologists help children or young people who are experiencing challenges that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties.	Educational Psychology Service, West Cornwall, Dolcoath Offices, Dolcoath Avenue, Camborne, Cornwall, TR14 8SX

Occupational Therapy	Occupational therapy is practised in a wide range of settings, including schools. It can offer children with various needs, positive and engaging activities to improve their cognitive, physical and motor skills and enhance their self-esteem.	Children's Community Therapy, Pendragon House, Royal Cornwall Hospital, Truro, TR1 3LJ
Speech and Language (including Teachers of the Deaf)	The Speech and Language Therapy service supports children and young people in Cornwall aged 0-19 years who have difficulty with understanding what is said to them, expressing themselves, talking clearly (saying speech sounds), stammering and swallowing (eating).	01208 834488 https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/ https://www.supportincornwall.org.uk
Disabled Children and Therapy Service (Paediatric Occupational Therapist- West)	They bring together families and professionals to plan support for young people. They work to improve the way that services work with disabled children and young people. They ensure that children, young people and their families are at the centre of the services.	https://www.cornwall.gov.uk/health-and-social-care/children-and-young-people-with-disabilities/
Hearing Support Team	The hearing support team will provide advice and strategies for pupils who have a hearing impairment which impacts on their ability to access the curriculum and any aspect of their learning.	01872 324140 sensorysupportservice@cornwall.gov.uk
Autism Team	The Autism Spectrum Team in Cornwall plays a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team will promote a joint problem solving approach and promote interventions that are evidence based.	01872 324102 autismteam@cornwall.gov.uk
CAMHS (Child and Adolescent Mental Health)	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers.	Children's Services Care Management Centre, Truro Health Park, Infirmary Hill, Truro, TR1 2JA 01872 221400 Nhs child and mental health services
Cognition and Learning Service (Dyslexia Team)	This team supports pupils who have Cognition and Learning needs including either moderate learning needs (MLD) and specific learning needs (SPLD).	01872 324242 send@cornwall.gov.uk
Social Workers from the Social Care Team (to include assessments)	Social workers provide support for families and children depending on their circumstances. They may undertake an assessment to decide on what actions are needed to ensure the safety and wellbeing of children. They talk to parents and children about any problems and, if appropriate, plan the right help to solve these problems. They have a key role in supporting and ensuring the wellbeing and safety of children and young people.	Contact Cornwall's children's safeguarding services are handled by the Multi-Agency Support and Safeguarding Hub (MASSH), which recently replaced and combined previous referral units. 0300 123 1116 https://www.cornwall.gov.uk/health-and-social-care/childrens-services/how-to-find-support-for-your-child-and-family/massh/

Social Workers for Children in Care	Social workers for children in care work with families and alongside other professionals, to ensure that a child or young person receives appropriate care, education and health services.	Contact Cornwall's children's safeguarding services are handled by the Multi-Agency Support and Safeguarding Hub (MASSH), which recently replaced and combined previous referral units. 0300 123 1116 https://www.cornwall.gov.uk/health-and-social-care/childrens-services/how-to-find-support-for-your-child-and-family/massh/
Family Support Workers	Family Support Workers liaise regularly with the school and provide a variety of parenting courses and support at locations in Hayle and Penzance. They are also able to provide support within the home environment where appropriate.	Contact Cornwall's children's safeguarding services are handled by the Multi-Agency Support and Safeguarding Hub (MASSH), which recently replaced and combined previous referral units. 0300 123 1116 https://www.cornwall.gov.uk/health-and-social-care/childrens-services/how-to-find-support-for-your-child-and-family/massh/
Physical and Medical Needs Service	They can provide support for pupils who have a physical and/or medical need which affects their ability to access the curriculum, for example within the classroom environment, in practical lessons or school visits.	Physical and Medical Needs Advisory Service 01872 323400: physicalandmedicalneeds@cornwall.gov.uk
KEAL - Kernow education advice line	KEAL provides early advice, guidance and information for parents, carers and students with questions or concerns about education. We help families understand learning, education choices and how children are feeling - and support them to get the right help at the right time. When you phone KEAL, you will speak to an Advisor. The KEAL Advisors work alongside colleagues in the Early Help Hub, MARU and the Family Information Service.	KEAL Phone Number: 01872 324497 Opening Hours: Monday to Thursday 8:45am–5:15pm Friday 8:45am–4:45pm Closed on Bank Holidays
SENDIASS	SENDIASS is a special educational needs and disability advice line for parents and carers. If you have questions about your child in or outside of the school setting they can provide clear and helpful advice.	https://cornwallsendiass.org.uk/ Telephone: (01326) 331633
CLEAR	They are emotional trauma and therapy specialists to support with therapists. They are a Cornwall based charity dedicated to the highest levels of care and support for people of all ages impacted by abuse and trauma.	Godolphin House, 7-8 Cathedral Lane, Truro TR1 2QS 01872 261147 info@clearsupport.net
Young People Cornwall	Young People Cornwall has a number of projects established to support a vast array of needs for young people. They provide a variety of support services including 1to1 play therapy.	Children and Young People's Wellbeing Practitioner Young People Cornwall, The House, Carlyon Road, St Austell, PL25 4DB 01872 222447
BF Adventures	Our Learn Differently programme is dedicated to providing young people aged 5 upwards with an alternative education provision. We support children and young people on a Journey of Change through a	01326 340912 https://www.bfadventure.org/

	range of bespoke adaptable programmes that are designed to meet identified needs. We use our outdoor environment, 60 acres of heathland, woodland and flooded quarries to enable them to identify their own social, emotional and physical barriers and to choose their own challenges which will support them to overcome these.	
Wave Multi Academy Trust Outreach Behaviour Support	They provide behaviour support through bespoke training, individual observations and discussions and recommendations of behaviour management strategies.	https://www.wavemat.org/our-academies/penwith-academy-penzance#about
Penhaligon's Friends	They are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210889 https://www.penhaligonsfriends.org.uk/

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Frequently Asked Questions

How does SIJS know if children need extra help and what should I do if I think my child has special educational needs?

The progress of pupils at SIJS is closely monitored by class teachers, through daily learning as well as termly assessments. Pupils with individual needs can be identified through this daily formative assessment throughout the school day, phonics and maths screening and termly assessments. Communication between home and school is imperative to any pupil making progress. Any concerns at home can be addressed through a meeting with the class teacher, SENDCo and/or Headteacher. If required, the class teacher will monitor progress over 6 weeks, then give feedback to the SENDCo. Then, if required, an IEP (individual Education Plan) could then be written between pupils, parents/carers and the class teacher, if it was decided that the pupil should be placed on the Record of Need. Provision in class is then provided to support the targets specified. The involvement of external agencies may be appropriate and will only be sought with the consent of the family. If the pupil continues to make very slow progress, even after following recommendations from professionals and some support at school, it may be appropriate to ask for a statutory assessment (an Education, Health and Care Plan – EHCP)

Is the Curriculum matched to the needs of my child?

St Ives Junior School's 'Roots and Wings' curriculum enables us to set out the knowledge, skills and values that our pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. The curriculum is designed to build on the strengths and interests of pupils in our school. Through innovative groupings and collaborative learning, pupils learn with a variety of partners to raise aspirations and develop confidence. When required there are additional interventions and additional learning aids to support pupils' needs. Some pupils will also benefit from a bespoke timetable to enable them to engage with the curriculum.

How are our staff organised?

There is at least one teaching assistant in each classroom every morning. The class teacher is responsible for directing teaching assistants and monitoring any intervention they are delivering. Pupils who have an EHCP will have key adult support in line with their EHCP provision. This support will either be with the class teacher or the teaching assistant, who will also build in opportunities for pupils to develop their independence.

How do I know if my child is making progress?

Progress towards the IEP targets of pupils on the Record of Need is systematically recorded on their intervention records. Daily assessments of the pupil's learning through intervention, discussion or independent learning are made. There is termly screening for phonics, where required, for pupils on the record of need, as well as pupils giving cause for concern. These screening results can inform further IEP targets. Progress is discussed with parents/carers at the termly meetings in September, January and April. The school welcomes any request to meet in addition to these set times to talk through concerns and queries.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

At SIJS, pupils learn with others, regardless of ability and gender. We do not group pupils according to their ability as a default and the majority of interventions happen within the classroom. Aspirations are high for pupils with SEND, and every effort is made to encourage pupils to attend after school clubs and outdoor education camps.

How do we prepare children for secondary school and then to college?

SIJS explicitly teaches the SIJS Superpowers of responsibility, resilience, reciprocity, reflectiveness and resourcefulness (the 5Rs). The transition process for secondary school begins in year 5, so that when pupils leave SIJS they are confident and excited about the next stage in their learning.

How are St. Ives Junior School's resources allocated and matched to children's special educational needs?

Each pupil receives support matched to their own level of special educational need. This will vary throughout their time in school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the pupil's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

How is the decision made about what type and how much support my child will receive?

When pupils whose special educational needs, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher, SENDCo and senior leaders to determine what form the support might take. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break/lunch times.

If the evidence suggests that even higher levels of support may be beneficial, this may be agreed by the SENDCo/Headteacher. Parents/carers will be informed of the need for additional support and a joint programme of intervention will be planned. Due to the cost of any interventions, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. Support is reviewed on an ongoing basis.

What should you do if you feel that the provision is not being delivered or is not meeting your child's needs?

Parents/carers who believe their child's needs are not being met within school are asked to meet with the SENDCo and/or Headteacher to talk through their concerns in the first instance. Where concerns persist, parents/carers are asked to write to the Chair of Governors.

How do we evaluate the effectiveness of our SEND provision?

We monitor the quality and impact of this provision by:

- observations in class
- meetings and performance management reviews with teachers and TAs
- supervision of TAs
- monitoring of assessment
- monitoring of interventions by class teachers
- through IEP review meetings with class teacher, pupils and parents/ carers

- reviews by external agencies
- analysis of tracking data
- Book looks, learning walks and pupil conferencing

Our SEND Information Report is reviewed on an annual basis in consultation with staff and governors.

How do we handle complaints from parents of children with SEND about provision made at the school?

Class teachers and the SENDCo can be contacted via email (enquiries@stivesjunior.org.uk) or telephone. The Headteacher is non-class based so parents/carers are able to access information and share concerns quickly. A conversation and discussion will be held initially to try to address concerns. Advice and support from other agencies, including the Cornwall Council SEND team, may be sought. If the complaint is not able to be addressed satisfactorily it may be referred to the Chair of Governors and/or SEND governor.

Parents can be signposted to IPSEA <https://www.ipsea.org.uk/> or SENDIASS <https://www.cornwallsendiass.org.uk/> for support.