

SEN policy and information report with links to Disability Act

Sennen Primary School



Approved by:	Headteacher and LMC
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1. Aims

At Sennen School, we aim to ensure that the needs of pupils with SEN, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence (UNCRC Article 23).

We want every child to leave Sennen School wanting and determined to make a difference to the world, and having the skills to do so. We believe that children must be emotionally intelligent, resilient and brave, so that they will stand up for what is right and be ambassadors of social justice.

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEN Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- d) Ensure all staff implements the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEN.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all school staff, governors and parents on SEN issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee work at the school.
- n) To provide support and advice for all staff working with pupils who have SEN.
- o) Support pupils with SEN to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all pupils with SEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)
- q)

2. Legislation and guidance

All schools:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

At Sennen School, we identify SEN within the context of our differentiated curriculum. Pupils are identified as having SEN if they are not making progress within a curriculum that sets suitable learning challenges, responds to diverse learning needs, and helps overcome barriers to learning.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sally Baker-Jones

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Caroline Amos

They will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Samantha Gillion

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction – e.g. autistic spectrum disorder, speech and language difficulties, use of visual timetables, social stories, Lego Therapy.
- Cognition and learning – e.g. dyslexia, dyspraxia, personalised maths curriculum, IDL programme, 1:1 reading/writing support.
- Social, emotional and mental health – e.g. ADHD, anxiety, TIS programme, play therapy, EMHST support.
- Sensory and/or physical needs – e.g. hearing impairments, physical needs, OT input, Fun Fit, additional adult support during transitions.

5.2 Identifying pupils with SEN and assessing their needs

At Sennen School, we identify pupils with special educational needs (SEN) through a graduated response that ensures early intervention, accurate assessment, and collaborative decision-making.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, such as social, emotional, or communication needs.

Slow progress and low attainment do not automatically mean a pupil has SEN. When concerns arise, we begin with a period of close monitoring and targeted provision. Pupils may be placed on our Monitoring List, which includes children with barriers to learning such as:

- English as an Additional Language (EAL)
- Attendance or punctuality issues
- Mental health concern
- Family challenges
- Disruptive behaviour
- Recent arrival at the school

Teachers identify strategies to support these pupils and work closely with the SENCO and parents/carers to review progress. If, after a sustained period of support, a pupil continues to make limited progress, we consider whether they require SEN Support.

When deciding whether special educational provision is required, we start with the desired outcomes, including expected progress and attainment, and the views and wishes of the pupil and their parents. We use this to determine the support needed and whether it can be provided through our core offer or requires something additional or different.

If a pupil is identified as needing SEN Support, they are added to our Record of Need and supported through the Assess–Plan–Do–Review cycle. This includes:

- Teacher assessment and experience of the pupil
- Progress and attainment data
- Parent and pupil voice
- Advice from external professionals, where relevant

All decisions are made collaboratively, and provision is reviewed regularly to ensure it meets the pupil's evolving needs.

5.3 Consulting and involving pupils and parents

At Sennen School, we believe that strong partnerships with parents and carers are essential to supporting children with special educational needs. We involve pupils and their families at every stage of the SEN process, ensuring that their voices are heard and valued.

When identifying whether a pupil requires special educational provision, we begin with early discussions that help us to:

Develop a shared understanding of the pupil's strengths and areas of difficulty

Take into account the concerns and aspirations of parents and carers

Agree on the outcomes being sought for the child

Clarify the next steps and support options available

These conversations are documented and added to the pupil's record, with copies shared with parents. If it is agreed that SEN Support is required, parents are formally notified and involved in planning provision through the Assess–Plan–Do–Review cycle.

We also gather pupil and parent voice through a range of regular opportunities:

What	Who	When
Informal discussions	Teachers, parents/carers, and children	At any time
Parents' evenings	Teachers, parents/carers, and children	Termly
Home–School communication diary	Teachers and parents/carers	Daily
Assess–Plan–Do–Review & Learning Plan reviews	SENDCo, parents/carers, children, and class teacher	Termly, alongside parents' evenings
Annual Review meetings (for pupils with EHCPs)	SENDCo, parents/carers, children, and class teacher	Annually, with interim meetings as required

We encourage pupils to share their views on their learning and support through child-friendly review meetings, pupil voice activities, and informal conversations with trusted adults. Their input helps shape the provision we offer and ensures that they feel involved in decisions about their education.

5.4 Assessing and reviewing pupils' progress towards outcomes

At Sennen School, we follow the graduated approach and the four-part cycle of Assess – Plan – Do – Review for all pupils receiving SEN Support. This ensures that provision is responsive, targeted, and regularly evaluated.

Assess

The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil
- Progress and attainment data
- Behaviour observations
- Development in comparison to peers and national expectations

- The views of parents and carers
- The pupil's own voice
- Advice from external professionals, where relevant

This assessment is reviewed regularly to ensure it reflects the pupil's current needs.

Plan

A personalised plan is created in collaboration with the pupil, parents/carers, class teacher, and SENCO. This includes:

- Agreed outcomes for the pupil
- Specific support and interventions to be provided
- Expected impact on progress, development, or behaviour
- A clear date for review

Plans are recorded on the pupil's Provision and Learning Map (IEP) and shared with parents.

Do

The class teacher remains responsible for implementing the plan and working with the pupil daily. They work closely with teaching assistants and specialist staff to deliver interventions and monitor impact. The SENCO supports with further assessment, problem-solving, and advice on effective strategies.

Review

Progress is reviewed termly in partnership with parents, the pupil, and relevant staff. This includes:

- Evaluating the effectiveness of support and interventions
- Reviewing progress towards outcomes
- Updating the Provision and Learning Map
- Agreeing next steps and any changes to provision

For pupils with an Education, Health and Care Plan (EHCP), formal Annual Reviews are held in line with statutory requirements, with interim reviews as needed.

We measure progress not only through academic data but also through pupil engagement, wellbeing, and feedback from all stakeholders. This ensures a holistic view of each child's development.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Sennen School, we recognise that transitions can be challenging for all children, especially those with special educational needs. We take proactive steps to ensure that transitions are smooth, well-supported, and tailored to individual needs.

Transition within our school (Nursery/Reception)

As our Nursery provision is now fully integrated, children transitioning into our Nursery/Reception follow our setting-in policy, which includes:

- Familiar staff and environment continuity
- Gradual increase in session length over the first three weeks.
- Shared provision and routines between Nursery and Reception
- Regular communication with families to support emotional readiness

This approach ensures that children are confident, settled, and ready to engage with the Reception curriculum.

Transition between classes

- Information is passed to the new class teacher in advance.
- Provision and Learning Maps are shared and discussed.
- Children may visit their new classroom and meet their new teacher.
- Transition information via one-page profiles, with photos and key information are provided for children who need additional support.

Transition to another school

- We liaise with the receiving school's SENCO to share relevant information and ensure continuity of support.
- All records are transferred promptly.
- Additional transition visits or meetings are arranged where needed.

Transition to secondary school

The SENCO or Primary class teacher attends Primary Transition Days and SEND-specific sessions at local secondary schools.

Pupils with SEND are supported through enhanced transition activities, including:

- Visits to the new school
- Meetings with secondary staff
- Opportunities to explore changes and expectations

Parents are supported in making informed choices and preparing their child for the next phase.

We work closely with families and external agencies to ensure that transitions are positive and empowering for every child.

5.6 Our approach to teaching pupils with SEN

At Sennen School, we are committed to providing high-quality, inclusive teaching that enables all pupils to access the curriculum and make progress, regardless of their individual needs.

All teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEN. High-quality teaching is our first step in responding to pupils who have SEN. This is differentiated and personalised to meet individual needs.

We adopt a whole-school approach to inclusion, which includes:

- A nurturing ethos that promotes emotional intelligence, resilience, and social justice
- A curriculum that is multi-sensory, engaging, and accessible to all learners
- A graduated response to SEN, ensuring early identification and targeted support
- Close collaboration between teachers, support staff, families, and external professionals

We provide a range of interventions and strategies to support pupils with SEN, including:

- Communication and Interaction: Social stories, visual timetables, speech and language interventions, TIS (Trauma-Informed Schools) programme
- Cognition and Learning: IDL programme for literacy and maths, personalised curriculum, 1:1 reading and writing support, dyslexia screening and specialist input
- Social, Emotional and Mental Health: Play therapy, EMHST practitioner support, enhanced transition arrangements, playground buddies, additional adult support during unstructured times
- Sensory and/or Physical Needs: Occupational therapy input, sensory circuits, liaison with hearing and physical needs teams, additional adult support during PE and transitions

Our provision is regularly reviewed through the Assess–Plan–Do–Review cycle to ensure it remains effective and responsive to each child's needs.

We also ensure that pupils with SEN are fully included in all aspects of school life, including enrichment activities, trips, performances, and leadership opportunities.

5.7 Adaptations to the curriculum and learning environment

At Sennen School, we are committed to ensuring that all pupils, including those with special educational needs, can access a broad and balanced curriculum in a way that is meaningful, engaging, and developmentally appropriate.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiated curriculum delivery: Lessons are adapted to suit individual learning styles and developmental stages. This includes grouping strategies, 1:1 support, use of visuals, and pre-teaching of key vocabulary.
- Use of recommended aids and resources: Pupils may access coloured overlays, visual timetables, Widget symbols, sensory tools, iPads, laptops, keyboards, larger print materials, and personalised workstations.
- Flexible learning environments: Our indoor and outdoor spaces are designed to support sensory regulation, gross and fine motor development, and independent exploration. Reception and Nursery share a progressive provision model, with outdoor access and sensory-friendly zones.
- Inclusive teaching strategies: Teachers use multi-sensory approaches, extended processing time, simplified instructions, and scaffolded tasks to support understanding and engagement.

- Physical and sensory adaptations: We work closely with external professionals to implement strategies recommended by occupational therapists, physiotherapists, and sensory specialists. This includes Sensory circuits, scooter board activities, and quiet spaces for regulation.

Our Accessibility Plan outlines further steps we take to ensure our environment is inclusive and accessible to all. This is available on request or via our school website.

We continuously review and refine our learning environments to meet the evolving needs of our pupils, particularly those with SEND, ensuring that every child feels safe, valued, and able to thrive.

5.8 Additional support for learning

At Sennen School, we provide a range of additional support to ensure that pupils with special educational needs can access learning, make progress, and feel secure and valued in their school experience.

We currently have a team of teaching assistants who are trained to deliver targeted interventions and provide in-class support. Their deployment is based on pupil need and provision mapping, and includes:

- 1:1 support for pupils with high levels of need, including those with EHCPs
- Small group support for targeted interventions in phonics, reading, writing, maths, and social skills
- Support during transitions and unstructured times, such as break and lunch, to help pupils regulate and engage positively
- Delivery of specialist programmes, including:
 - IDL for literacy and maths
 - Early Years Inclusion Service Approaches
 - Social Stories
 - Read Write Inc.
 - TIS (Trauma-Informed Schools) activities
 - Precision Teaching

Teaching assistants work closely with class teachers and the SENCO to ensure that support is well-planned, monitored, and adapted as needed. All support is recorded on Provision and Learning Maps and reviewed termly through the Assess–Plan–Do–Review cycle.

We also work with a range of external agencies to provide specialist support, including:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Cognition and Learning Advisor
- Early Years Inclusion Service
- Educational Mental Health Support Team (EMHST)

- Play Therapist
- Physical and Medical Needs Team
- Hearing Support Team

This collaborative approach ensures that pupils receive the right support at the right time, and that staff are well-equipped to meet a wide range of needs.

5.9 Expertise and training of staff

Our SENCO, Sally Baker-Jones, has extensive experience in early years and primary education, with a strong focus on inclusive practice and trauma-informed approaches. She is currently undertaking the NPQ for SENCOs, a nationally recognised qualification, and regularly attends:

- Kernow SENCO Conference
- TPAT and Cornwall Council SENCO Networks
- Specialist training days linked to current pupil needs

She is allocated one day per week to manage SEN provision across the school.

Staff Training and Development

We have a team of teaching assistants and support staff who are trained in delivering a range of interventions, including:

- IDL for literacy and maths
- Lego Therapy
- Social Stories
- TIS (Trauma-Informed Schools) strategies
- Early Years Inclusion Service approaches

Training is identified through:

- Annual staff skills audit
- SENCO observations and feedback
- Pupil needs and provision mapping
- Whole-school CPD planning

Staff development is supported through:

- Inset days and twilight sessions
- Peer coaching and mentoring
- WalkThrus CPD model, including Think-Pair-Share and No Hands Up strategies

- Dissemination of learning from external courses

We monitor the impact of training through:

- Classroom observations and learning walks
- Review of pupil progress and engagement
- Feedback from staff, pupils, and parents
- Updates to Provision and Learning Maps on Insight

5.10 Securing equipment and facilities

At Sennen School, we ensure that pupils with special educational needs have access to the equipment, resources, and facilities they need to thrive in their learning and development.

Provision is planned and reviewed through our Assess–Plan–Do–Review cycle and recorded on individual Provision and Learning Maps. Where specialist equipment or adaptations are required, we work closely with external professionals, including occupational therapists, physiotherapists, and sensory support teams, to identify appropriate solutions.

We secure equipment and facilities through:

- SEN budget allocation, which is reviewed annually and used to fund:
 - Support staff
 - Specialist teaching and learning resources
 - External services and assessments
 - Staff training and CPD
- Applications for additional funding, including:
 - EHCP top-up funding
- Collaboration with the Local Authority, including access to loan equipment and advisory services
- Inclusive design of learning environments, including:
 - Sensory-friendly zones
 - Outdoor provision for gross motor development
 - Quiet spaces for regulation
 - Visual supports and communication tools (e.g. Widget symbols)

We monitor the impact of equipment and facilities through pupil engagement, progress tracking, and feedback from staff, families, and external specialists. Our aim is to ensure that every child has the tools and environment they need to access learning confidently and comfortably.

5.11 Evaluating the effectiveness of SEN provision

At Sennen School, we are committed to ensuring that the provision we offer for pupils with special educational needs is effective, inclusive, and responsive to individual needs. We evaluate the impact of our SEN provision through a range of qualitative and quantitative measures.

We use the following approaches to monitor and evaluate effectiveness:

- Reviewing individual progress against outcomes each term through the Assess–Plan–Do–Review cycle
- Tracking academic progress using internal data systems and comparing against national expectations
- Monitoring pupil wellbeing and engagement, including pupil voice activities and observations
- Regular learning walks and classroom observations by the SENCO and senior leaders
- Feedback from parents/carers, gathered through review meetings, informal conversations, and questionnaires
- Provision mapping, which allows us to assess the reach, quality, and impact of interventions across the school
- Annual reviews for pupils with EHCPs, involving all stakeholders
- Staff reflection and feedback, including termly SEN reviews and CPD evaluations

We also monitor the quality of support staff deployment and intervention delivery through:

- Lesson observations
- Child-specific target reviews
- Teacher and SENCO feedback
- Parent meetings

The SENCO maintains an overview of provision across the school and reports regularly to the Headteacher and SEN Governor. This ensures that SEN provision remains a key part of our school development planning and that resources are used effectively to support pupil progress and wellbeing.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Sennen School, we are committed to ensuring that all pupils, including those with special educational needs and disabilities, have equal access to the full range of educational experiences and opportunities offered by the school.

We actively promote inclusion in all aspects of school life, including:

- Extra-curricular activities: All clubs, including before- and after-school provision, are open to pupils with SEN. Adjustments are made where needed to ensure full participation.
- Educational visits and residentials: All pupils are encouraged to take part in trips and residentials. Risk assessments and individual support plans are created to ensure safety and accessibility.
- Performances, sports, and special events: Pupils with SEN are supported to participate in school plays, sports day, workshops, and celebration events.

- Leadership and pupil voice: Pupils with SEN are included in school council and other leadership opportunities, with support provided to enable meaningful contribution.

We ensure that no pupil is excluded from any activity due to their SEN or disability. Where necessary, we make reasonable adjustments in line with the Equality Act 2010, including:

- Providing additional adult support
- Using visual schedules and social stories to prepare pupils
- Offering sensory breaks or quiet spaces
- Adapting physical environments and resources

Our Accessibility Plan outlines the steps we take to improve access to the curriculum, physical environment, and information for pupils with disabilities. This is available on request or via our school website.

We work closely with families to ensure that pupils feel confident and supported in accessing all aspects of school life, and we celebrate the diverse contributions of every child.

5.13 Support for improving emotional and social development

At Sennen School, we place a strong emphasis on supporting the emotional and social development of all pupils, particularly those with special educational needs. We recognise that wellbeing is central to learning and that children must feel safe, valued, and understood in order to thrive.

We provide a range of support to promote emotional literacy, resilience, and positive relationships, including:

- TIS (Trauma-Informed Schools) programme: Pupils are supported through individual and group sessions focused on emotional regulation, self-awareness, and social skills.
- Play therapy: Delivered by a qualified therapist for pupils with identified emotional needs.
- Educational Mental Health Support Team (EMHST): Practitioners work with individuals, families, and small groups to address anxiety, low mood, and other mental health concerns.
- Social Stories and visual supports: Used to help pupils understand and navigate social situations.
- Additional adult support during unstructured times: Staff are deployed to support pupils during playtimes and transitions, helping them to engage positively and build friendships.
- Peer support systems: Including playground buddies and class-based friendship activities.
- Enhanced transition arrangements: For pupils moving between classes or schools, with a focus on emotional preparation and continuity of relationships.

Pupils with SEN are encouraged to take part in pupil voice activities, including the school council, and are supported to express their views in ways that are accessible and meaningful to them.

We have a zero-tolerance approach to bullying, and our Anti-Bullying Policy outlines the steps we take to prevent and respond to incidents. Staff are trained to recognise and respond to signs of emotional distress, and we work closely with families and external agencies to provide joined-up support.

5.14 Working with other agencies

At Sennen School, we work closely with a range of external agencies to ensure that pupils with special educational needs receive the specialist support they need. This collaborative approach enables us to provide holistic, joined-up care that addresses educational, emotional, social, and physical needs.

We involve other bodies in meeting pupils' SEN and supporting their families, including:

- Educational Psychologist – for cognitive assessments, behaviour support, and advice on learning strategies
- Speech and Language Therapist (SALT) – for communication assessments, intervention planning, and staff training
- Occupational Therapist (OT) – for sensory and physical needs, including fine and gross motor development
- Physiotherapy Team – for pupils with physical disabilities or motor coordination difficulties
- Early Years Inclusion Service – for support with developmental needs and transition planning
- Cognition and Learning Advisor – for specialist input on literacy, numeracy, and learning barriers
- Educational Mental Health Support Team (EMHST) – for mental health support for individuals, families, and groups
- Play Therapist – for pupils requiring therapeutic support for emotional regulation and trauma
- Hearing Support Team – for pupils with hearing impairments
- Physical and Medical Needs Team – for pupils with complex medical conditions

We also liaise with:

- Social Care – where safeguarding or family support is required
- SEND Caseworkers and EHCP Coordinators – for statutory processes and funding applications
- Receiving schools and settings – to support smooth transitions and continuity of provision

All external involvement is coordinated by the SENCO and planned in partnership with families. We ensure that recommendations from professionals are integrated into Provision and Learning Maps and reviewed regularly.

This multi-agency approach ensures that our provision is responsive, evidence-informed, and tailored to the unique needs of each child.

5.15 Complaints about SEN provision

At Sennen School, we are committed to working in partnership with parents and carers to meet the needs of all pupils, including those with special educational needs. We aim to resolve concerns swiftly and constructively through open communication and collaborative problem-solving.

If a parent or carer has a concern about SEN provision, they should contact:

- The class teacher in the first instance
- If the concern remains unresolved, they should contact the SENCO, Mrs Sally Baker-Jones

- Further concerns can be raised with the Headteacher, Mrs Samantha Gillion

We follow the school's standard Complaints Policy, which is available on our website or on request. This outlines the formal stages of complaint resolution, including escalation to the Governing Body if necessary.

Parents of pupils with disabilities also have the right to make a disability discrimination claim to the First-tier SEND Tribunal if they believe that their child has been discriminated against. This may relate to:

- Exclusions
- Provision of education and associated services
- Failure to make reasonable adjustments, including the provision of auxiliary aids and services

We encourage families to speak with us as early as possible so that we can work together to resolve any issues and ensure that every child receives the support they need.

5.16 Contact details of support services for parents of pupils with SEN

We understand that navigating special educational needs can be complex, and we are committed to supporting families by signposting them to relevant services and sources of advice.

Parents and carers can access support through the following services:

Cornwall Local Offer

Provides information about services and support available for children and young people with SEND in Cornwall.

- Website: www.supportincornwall.org.uk
- Includes details of education, health, social care, and voluntary sector services

SENDIASS Cornwall (Special Educational Needs and Disability Information, Advice and Support Service)

An impartial and confidential service offering advice and support to parents/carers of children with SEND.

- Website: www.cornwallsendiass.org.uk
- Email: sendiass@cornwall.gov.uk
- Phone: 01736 751921

Early Help Hub

Supports families with children who may need additional help but do not meet the threshold for statutory services.

- Website: www.cornwall.gov.uk/earlyhelp
- Phone: 01872 322277

Family Information Service (FIS)

Provides information on childcare, parenting support, and services for children with SEND.

- Website: www.cornwallfisdirectory.org.uk

We also encourage families to speak directly with our SENCO, Mrs Sally Baker-Jones, who can offer guidance and help coordinate referrals to external services.

5.17 Contact details for raising concerns

We encourage parents and carers to raise any concerns about their child's education or wellbeing as early as possible so that we can work together to resolve issues and provide appropriate support.

For concerns related to special educational needs, please contact:

- Class Teacher – for day-to-day concerns and initial queries
- SENCO – Mrs Sally Baker-Jones
✉ Email: SBakerJones@sennen.tpacademytrust.org
☎ Phone: 01736 871392
- Headteacher – Mrs Samantha Gillion
✉ Email: SGillion@sennen.tpacademytrust.org
☎ Phone: 01736 871392

We aim to respond to concerns promptly and constructively. If a concern cannot be resolved informally, parents may follow the school's Complaints Policy, which outlines the formal process for raising and escalating issues. This policy is available on our website or on request from the school office.

We value open communication and work in partnership with families to ensure that every child receives the support they need to succeed.

5.18 The local authority local offer

As part of our statutory duty, Sennen School contributes to Cornwall's Local Offer for children and young people with special educational needs and disabilities (SEND). The Local Offer sets out the services and support available across education, health, and social care, and helps families understand what they can expect from the local system.

Our contribution to the Local Offer includes:

- A detailed **SEN Information Report** outlining our provision and approach
- Our **SEN Policy**, which sets out how we identify and support pupils with SEND
- Our **School Offer**, which describes the specific interventions, resources, and support available at Sennen School
- Links to our **Accessibility Plan**, **Complaints Policy**, and other relevant documents

These documents are available on our school website and are reviewed annually to ensure they remain accurate and up to date.

Cornwall's Local Offer can be accessed at:

 www.supportincornwall.org.uk

This site provides information on:

- Early years support
- School and college provision
- Health and wellbeing services
- Social care and family support

- Transition planning
- Parent and carer support groups

We encourage families to explore the Local Offer and speak with our SENCO, Mrs Sally Baker-Jones, for help navigating services and accessing appropriate support.

6. Monitoring arrangements

This policy and information report will be reviewed by Sally Baker-Jones **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on **[delete those that aren't relevant and add others specific to your school]**:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions