



Cusgarne Primary School

SEN Review 2025 / 2026

Name of SENDCo: Marie Turner Dedicated time weekly: ½ day

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Name of SEN Governor: Claire Hains

Our Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – Every teacher at Cusgarne Primary School is accountable for the progress of all students, including those with SEND.
- ✓ We employ an inclusive, differentiated, and personalised approach to ensure every learner fully engages in all aspects of the curriculum and school life. (Refer to our Teaching and Learning Policy for details).

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by conversations with staff and parents, data analysis, pupil conferencing, work scrutiny, professional reviews, pupils placed at 'On Alert' to put in targeted intervention.
- ✓ Identification of children/young people requiring SEND Support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of applications for Education, Health and Care Plans.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENDCo – children who have been 'on alert' for two terms and provision put in place at this point has had no significant impact.
- ✓ Ongoing curriculum assessments.
- ✓ Tracking progress using data.
- ✓ Further assessments by specialists, including those from external agencies.

We take a holistic approach in all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying are set out in our Anti-bullying policy.

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How we listen to the views of children/young people and their parents:

What	Who	When
Feedback discussions	Class Teachers, Support staff and SENDCo	As and when needed or requested
Parents' appointments at parent consultation evenings	Class Teachers and SENDCo	Meetings offered to all parents in Autumn and Spring terms. Individual appointments offered to all parents with SEND if requested.
Feedback Sheet for Parents	Parents / Carers and classroom staff	Termly for pupils on the Record of Need to contribute to the termly IPM review (What's going well, what needs to change).
Termly Review Meetings	Class Teachers and SENDCo	Termly follow-up telephone calls or meetings to review targets and co-construct Individual Provision Maps for the next term.
Home-School Book	Parents / Carers and classroom staff	Daily as agreed between parent/carer and class teacher.
Individual Parent Meetings	Parents/Carers and SENDCo	As and when needed or requested to discuss needs and progress.
Pupil Voice	Teacher-led small group sessions, involvement in setting and reviewing learning targets, views shared at Early Support Meetings	Yearly
TAC Meetings (Team Around the Child)	Pupils with 3 or more agencies working with them	Every 6 – 8 weeks
Annual SEND Reviews for pupils with EHC Plans	Class Teacher, parents, external professionals, SENDCo	Annually



The Assess, Plan, Do, Review Cycle:

For children and young people on our Record of Need, we establish an Assess, Plan, Do, Review cycle through termly review meetings where provision is adjusted to meet current needs. An Individual Provision Map is developed in collaboration with the child/young person, their parents, and the class teacher. Please refer to our SEND Policy for more information.

In the 2024/2025 academic year, 20 children and young people received SEND Support, with 3 having Education, Health and Care Plans (EHCPs).

Last year, provision for these children and young people on our Record of Need has included:

Communication and Interaction:

- ✓ Opportunities to develop communication skills in school productions and class performances.
- ✓ The use of visual prompts such as visual timetables and traffic light cards.
- ✓ Use of communication books.
- ✓ The use of alternative ways of recording learning – for example: photos, talking tins and adult scribes.
- ✓ Good practice in teaching, for example the use of clear unambiguous language consistent across the school, asking children to repeat back instructions, task management boards and promoting a growth mind-set approach.
- ✓ Aspire inclusion advisor has worked with the school to observe pupils and provide advice.

Cognition and Learning:

- ✓ Daily Little Wandle phonics keep up and catch up sessions.
- ✓ Additional Little Wandle sessions targeting individual pupils who require further adaptations to the pace and delivery of synthetic phonics.
- ✓ Dyslexia screening.
- ✓ Dyslexia friendly approach in classrooms.
- ✓ Precision teaching.
- ✓ TA support to facilitate independent learning.
- ✓ Visual timetables/Now and Next strategies
- ✓ IT used to facilitate recording, reading and investigation.

Social, Emotional and Mental Health:

- ✓ Bereavement support
- ✓ TIS trained school staff support for children needing emotional support.
- ✓ 1:1 sessions with TIS Practitioner
- ✓ Access to specialised support for individual pupils through CAMHS.
- ✓ Staff training in support children with mental health needs and with attachment difficulties using the Trauma in Schools approach.
- ✓ Use of choice and motivation.
- ✓ Provision of time out/quiet areas for some pupils.



- ✓ Quiet areas/alternative provision at breaktimes and lunchtime.
- ✓ PACE training for staff.

Sensory and/or Physical Needs:

- ✓ Sensory sessions focused around specific guidance from Occupational Health professionals.
- ✓ Access to sensory aids such as stress relievers, chewable jewellery, sensory feedback cushions and opportunities for heavy muscle work.
- ✓ Physical and/or sensory breaks or sensory circuits for individual children to support their sensory, physical or emotional needs.

At Cusgarne Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), flourish and achieve their personal best. The OFSTED inspection in 2022, which awarded the school 'Good' recognised our dedication to our SEND pupils.

Our Commitment to SEND Provision:

Inclusive Environment: Staff ensure that pupils with SEND play a full part in the life of the school, including participation in extra-curricular activities. This reflects our unwavering commitment to providing an inclusive environment where every child feels valued and has access to all opportunities.

Precise Adaptations and Support: Our staff make precise adaptations to support pupils with SEND. This helps them to learn well and thrive. We continue to meticulously plan and implement individualised support strategies, ensuring that these are tailored to meet the specific needs of each pupil.

High Expectations and Academic Achievement: The school has the highest expectations of its pupils in all areas of school life and our pupils rise to these challenges. The children have a love for learning, including those who are disadvantaged and they are able to achieve highly academically. This commitment extends to our pupils with SEND, who are supported to achieve their full academic potential.

Effective Monitoring and Review: Staff comprehensively review the targets of pupils with SEND, this ensures they get the right support. We maintain a rigorous system of monitoring and review, regularly assessing progress and adapting provision as needed.

Early Identification and Support for Reading: Our well established and systematic approach to the teaching of early reading, ensures that staff quickly spot those pupils who fall behind. They give precise support to help them catch up and keep up. This proactive approach is particularly beneficial for pupils with SEND who may experience challenges with early literacy.

Collaboration and Expertise: We ensure the quality of our provision by regularly meeting with parents and carers to discuss emerging issues and needs, fostering strong home-school partnerships. We collaborate closely with class teachers and support staff, monitor interventions and planning, and provide targeted training to meet the diverse needs of our pupils. Our Aspire SEND group continues to foster collaboration, enhancing SEND practices

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and sharing best practices across the Aspire Academy Trust. The SENDCo will actively participate in all Aspire inclusion training days to ensure our practice remains at the forefront of educational developments.

External Validation and Continuous Improvement: Cusgarne Primary School holds the Silver SEN Chartermark, awarded by the Aspire Academy Trust which acknowledges our commitment to auditing and improving provision for pupils with SEND. We assess the impact of our provision through our in-school tracking system based on key stage standards, as well as by gathering feedback from pupils, parents, and carers. Insights from external agencies, such as the ASD Team, also contribute to evaluating and refining our support strategies.

Looking Forward:

Cusgarne Primary School will continue to build upon its 'Good' provision for pupils with SEND, ensuring that every child receives the tailored support and opportunities they need to thrive, achieve their "personal best," and be exceptionally well prepared for the next stage of their education. We will continue to evaluate our practices, incorporate pupil voice, and maintain our collaborative approach with families and external agencies to ensure the highest quality of education for all.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering small group interventions such as same day phonics catch up.
- ✓ Liaising with parents, meeting and greeting specific pupils at the start of the day/end of the day.
- ✓ Supporting learning in class.
- ✓ Lunchtime supervision.
- ✓ Adaptation to equipment and resources.
- ✓ Supporting individual children or groups in class.
- ✓ Running breakfast club and After school wraparound.

We monitor the quality and impact of our support by offering all staff opportunities to develop their training, assigning diverse roles, promoting opportunities to access wider SEND experiences, and providing opportunities to liaise with other schools. These measures enable our support team to continuously enhance their skills and contribute effectively to the educational and developmental needs of all pupils at Cusgarne Primary School.

Last year, whole school training focused on two key areas: assessment using the Pre Key Stage Standards and the use of scaffolding to adapt the curriculum for pupils with Special Educational Needs and Disabilities (SEND).

We monitor the impact of this training by:

Observation of Implemented Strategies: Regular observations to assess how the strategies learnt in training are being implemented in practice.

Policy Adherence: Ensuring that staff adhere to established policies related to assessment



and curriculum adaptation for pupils with SEND.

This approach ensures that the training provided translates into effective practices that support the educational progress and inclusion of all pupils at Cusgarne Primary School.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Heads of School meetings.
- ✓ Meetings between SENDCos.
- ✓ Aspire SEND group meetings.
- ✓ Termly Aspire hub monitoring days.
- ✓ Shared workshops accessed by our pupils and those from other academies.
- ✓ Transition to secondary school: whole class, enhanced transitions and regular communication.
- ✓ School trips, camps and sporting events.
- ✓ Moderation meetings.
- ✓ Learning walks.

Transitions:

At Cusgarne Primary School, we deeply understand the importance of smooth transitions for our pupils at every stage of their educational journey. Our highly skilled staff ensure that our ambitious intentions for every child become a reality, and this commitment is particularly evident in our approach to transitions, especially for pupils with SEND.

Starting Strong in Early Years:

For children joining us in Reception, we lay a robust foundation, we maintain open and frequent communication with local pre-schools and our Reception staff, allowing us to understand each child's need well in advance. Our Reception team make personal visits to local nurseries, meeting the children and engaging with staff to foster familiarity and ease any anxieties. The children also come and spend time at school both with their parents/carers and on their own in order for them to meet the adults and pupils in order to form positive relationships before starting in September.

Moving Up Through the School:

As pupils progress through Cusgarne, transitions between classes and teachers are seamlessly supported. We achieve this through carefully planned transition days and numerous opportunities for children to interact with various staff members during clubs and shared assemblies. We recognise that some pupils may feel vulnerable or anxious during these changes. For these pupils, we provide an enhanced transition package, this can include personalised items such as a photo book introducing their new class and a warm welcome postcard from their teacher before the holidays, helping them feel connected and prepared.



Preparing for Secondary School:

The transition from Year 6 to secondary school is a significant milestone, and we provide structured, comprehensive support. This includes planned transition days at secondary schools and visits from secondary school staff to our school. Our Special Educational Needs Coordinator (SENDCo) provides specialised assistance for parents of pupils with additional needs who are transferring to secondary school, offering guidance and reassurance. For all pupils with SEND, we ensure that receiving schools are fully informed about individual needs. This involves meeting with the secondary school SENDCo and discussing every child in detail, outlining each pupil's requirements and organising additional opportunities such as extra visits or transition days as necessary to ensure a bespoke handover.

Partnership with Parents:

Parents are an integral part of this entire process. We actively seek their input by providing clear avenues for voicing any concerns they may have. We offer ongoing support throughout the application process for secondary schools and assist in selecting the best school that aligns with their child's educational and developmental needs. This collaborative approach ensures that transitions at Cusgarne are as smooth and supportive as possible for both pupils and their families, preparing them exceptionally well for the next stage of their education.

Ongoing development:

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.

Our complaints procedure:

Should you have any concerns or wish to make a complaint regarding SEND support and provision, as a first step, please contact your child's class teacher. They are best placed to address day-to-day matters and often resolve concerns swiftly. Our SENDCo is also readily available to discuss any concerns or complaints you may have and will work with you to find a resolution.

Other relevant information and documents:

The Designated Safeguarding Leads in our school are Lily Goodman and Marie Turner.

The Designated Teacher for Children in Care is Marie Turner.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our SEND Policy, Accessibility Plan and School Offer (our contribution to the Local Offer) can be accessed via the links on our website: www.cusgarne.org under our Special Educational Needs page.

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website: www.cusgarne.org

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

