



The levels of support and provision offered by Cusgarne Primary School



Cusgarne Primary School

Special Educational Needs and Disability Information (SEND) 2026 / 2027

Cusgarne Primary School is a vibrant, active and happy primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Cusgarne Primary School are all trained to cater for the needs of the children in their care and some staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Cusgarne Primary School has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

Our Special Educational Needs and Disability Coordinator is Mrs Marie Turner:

Contact Details: sendco@cusgarne.org Tel: 01872 863563

Aspire Special Educational Needs Policy Document (See Special Educational Needs and Disability page)	Aspire Equality and Diversity Policy Document (See Special Educational Needs and Disability page)	CPS Accessibility Plan 2025/2026 (See Special Educational Needs and Disability page)
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1. Pupil Voice - Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all pupils are valued. • Pupil voice is heard through a variety of strategies including: • School Council • Pupil Conferencing • Class assemblies Children's achievements both in and out of school are celebrated and may be shared through assemblies, displays, online learning platforms (e.g. Tapestry Journal) and social media. Safeguarding and SEND concerns are discussed sensitively and appropriately at the earliest opportunity, following guidelines and procedure.	• Pupils with SEND are included in all pupil conferencing. • Pupils with SEND contribute their views and ideas towards reviews e.g. termly Individual Provision Map (IPM) reviews. • Additional provision is developed in light of pupil voice where appropriate.	• Individual support is responsive to the views of the pupil. • Pupil views are an integral part of Team Around the Child (TAC) meetings and SEND reviews. Teaching staff listen to the child's views and these are captured in the 'My Views' document. Where appropriate, pupils attend part of their review meetings. • Targets are agreed termly to support and challenge pupils with special educational needs and disabilities. • Pupils are encouraged to be involved in reviewing their progress towards targets. The information is recorded on Individual Provision Maps (IPMs). New plans are agreed termly. • For pupils with an Educational Health and Care Plan (EHCP) we hold an Annual Review which is child centred and we endeavour to hear and consider the views of our pupils. • Documentation is presented in a format that is accessible to the pupil.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Cusgarne Primary School works closely in partnership with all parents and carers to discuss their and their child's concerns with staff at the earliest opportunity. We have a strong family ethos and parents know that they are welcome to discuss any matters of concern. • The parents/carers are invited to attend parent/carers consultation evenings, where parents can talk to their children's class teacher on a one-to-one basis. • Parent/carers are encouraged to make an appointment to meet with the class teacher in the first instance, if they have any queries or comments they would like to discuss about their child. • Information on the school website, enables parent/carers to understand more about what their children are learning as do the termly Topic Webs that are sent home to families. Information is also shared through information newsletters and social media and parents/carers are informed about school events etc, through letters, emails, social media and texts. • Staff on duty at the start and end of the	• Parents/carers are encouraged to contact school about concerns by telephone, letter, home/school books, email and by coming into school. • Families are invited to attend information sessions run by school staff to help them support their child at home. • Virtual sites such as 'Sumdog' are available to support learning at home and are on Google Classroom and Wonde page. • Parents/carers are encouraged to communicate through home/school books if appropriate and helpful. • Awareness is made to our parents/carers of outside opportunities, which may benefit the social, educational, or skills of the pupil.	• Parents/carers are supported and encouraged in attending, and being actively involved in Early Support or TAC meetings, pupil reviews and in meetings with outside agencies. • Parent/carers' views are an integral part of TAC meetings and SEND reviews. The SENDCo works hard to engage with all parents and endeavours to build supportive partnerships with parents of pupils with SEND in order to hear and meet their needs. • Feedback from parents is fed back to class teachers and other relevant staff to help us improve our provision further. • Targets are set termly to support and challenge children with Special Educational Needs. • For pupils with an Educational Health and Care Plan we use an Annual Review which is child centred and we endeavour to hear and consider the views of our pupils and their parents. • Advocacy is available to ensure the above. • All documentation can be presented in a

school day to discuss any worries, concerns or share in successes. • We use a reading diary whereby school and parents not only comment on the reading, but other notes and matters are brought to each other's attention. • We have a strong community cohesion and our PTA (Friends of Cusgarne) are valued and provide a much needed, social support structure to our rural community. • We encourage volunteers to our school and involve families in our many activities. • We work hard to respond to the needs of our parents and are happy for example to help parents/carers access support from other outside agencies and organisations. • We arrange a range of transition events for parents/carers of children starting school in Reception Year and for Year 6 pupils transferring to secondary school.		format that is accessible to individual parents. • Parents are encouraged to join in with school trips where appropriate.
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3. The Curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• A creative topic-based curriculum based around our own planning designed to meet the needs of all learners including those with SEND and/or	• When we identify a child or group of children as needing additional support in an area of learning, we provide additional support or	• We respond to the individual learning needs and physical needs of our children to ensure everyone can access all areas of the curriculum.

Disadvantage. • Knowledge and skills in each subject are carefully mapped to ensure progression through the years across all subjects including the key knowledge needed at each stage of the learning journey so that the children are fully prepared for the next stage in their life. • All topics have clear start and end points and are planned and sequenced so that new knowledge and skills build upon what has previously been taught. • Our curriculum reflects the needs of Cusgarne Primary School children by addressing gaps in their knowledge and skills. • Our curriculum ensures we expose our pupils to a more diverse society by deliberately and systematically seeking and exploiting opportunities for our children to learn about, and experience diversity, and to increase cultural capital at every opportunity. • All children have full access to the curriculum and to educational visits that enrich learning. • We liaise with secondary schools that provide opportunities in focused curriculum areas for example – PE. • Secondary schools also offer workshops aimed at more able and talented pupils in all areas of the curriculum.	challenge. The impact of this support or challenge is continually monitored and evaluated to enable us to make sure it is supporting children effectively. • Extra support or challenge may be delivered individually or within a small group by either a teacher or teaching assistant. We ensure these interventions are closely linked with the class curriculum so that all of the children's learning is linked together. • We regularly carry out a number of interventions covering key skills as well as emotional, physical and social skills.	This can be through effective scaffolding or adapting the lesson content to meet the pupils needs. • Pupils are supported in accessing all areas of the curriculum regardless of their SEND needs, with adult support where necessary. This could include, for example, creating resources for an individual child, focussed work to introduce new topic vocabulary or targeted support to help a child become a more independent learner. • In exceptional circumstances, pupils can be disapplied from some subjects or assessments. • Pupils requiring additional support are offered equal access to out of school opportunities such as trips and after school clubs.
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4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		

		
• Our curriculum is a knowledge-based curriculum with underpinning skills. It is progressive and builds upon skills and knowledge over time. Progress is made through learning more and remembering more. Lessons are carefully sequenced to ensure skills and knowledge are progressive. • All of our pupils benefit from high quality teaching throughout the school. • Curriculum content in our curriculum is scaffolded or adapted to meet pupils needs. • Metacognitive approaches to teaching are used to support pupils to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating their learning. • Learning objectives (WALTs) and Success Criteria are displayed and shared with all pupils. • All pupils are given detailed verbal feedback during the lesson with next steps and their work is regularly marked and purposeful feedback given. • English and Mathematics are a priority for all staff and key vocabulary and key terms are displayed and discussed with all pupils. • The Senior Leadership Team (SLT) and external moderators undertake regular lesson drop-ins and work scrutiny to monitor, evaluate and improve our teaching and learning.	• We are constantly working to improve our subject knowledge and expertise to help us to support pupils effectively. • Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Training by school staff and through specialist trainers has included: - Scaffolding lesson content to meet the needs of learners - Autism Awareness - PRICE (Protecting Rights in a Caring Environment) training - The use of ICT to support learning • Class based staff work with small groups to: - ensure understanding - facilitate learning - foster independence - keep pupils on task. • Use of ICT including i-Pads to improve communication skills. • Special examination arrangements are put in place for internal and external tests and examinations where required, for example: extra time allocated, readers and scribes.	• Our teachers and teaching assistants access training and support to help them work effectively to support and challenge children. • Additional adult support is provided for pupils who need more intensive support / bespoke provision, e.g. for those with physical disabilities, complex speech and language difficulties, severe learning difficulties and/or disabilities. • Where appropriate, advice and support is sought from external agencies, including: • Aspire Inclusion Team • Educational Psychology • Autism in Schools Team • Occupational Therapists • Cognition and Learning Team • Early Years Inclusion Team • Speech and Language Therapists / Communication Support Team

• High quality training is a priority at school for all of our staff. • In every classroom we use the EEF Five a Day principle of high quality teaching – see website for further information. • Pupil progress is monitored and recorded in a variety of ways, including: - An online tracking system - Class observations and records - Assessment during each school year - Tapestry - Pupil conferencing - Feedback from pupils and parents • The progress of individual pupils and groups of pupils is discussed at pupil progress meetings between class teachers and the Head of School and SENDCo. The information gathered is then used to identify gaps in learning, ensuring all pupils make maximum progress based on their individual needs. • The whole school uses a ‘Dyslexia- friendly’ approach to teaching and learning, where learning is scaffolded and adapted to meet the needs of pupils.		
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5. Self-help skills and independence

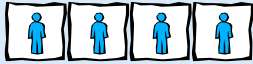
Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		

• All pupils are encouraged to become independent and resourceful learners who take pride in their work. • Staff know how to support children to develop their personal learning and thinking skills. • Resources are available in all classrooms which promote independence and children are encouraged to access these, e.g. Visual timetables, dictionaries, number lines, I-pads/Chromebooks. • School camps and educational trips. • Clubs are on offer for all ages and interests, and have previously included football, multi-skills, art, chess. • We operate a 'Buddy' system at the start of the school year where all Reception children are paired up with a Year 6 child. They help them find their way around the school and are a friendly face at break-times and in the lunch hall. Any child that joins during the academic year is also given a class 'Buddy' who will help them find their way around. • Our school ethos promotes that everyone is valued and that everyone has a voice, so our pupils have learning partners in class, so they can discuss and share ideas as well as support each other with their learning.	• Teachers and teaching assistants within the classrooms facilitate independence by ensuring children are confident in what needs to be done before starting independent activities. • Pupils have resources and personalised equipment to help them learn such as word banks, talking tins, overlays, timers and number squares.	• Adults working with specific pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if a teaching assistant is not available to them. • Personalised task boards and timetables are in place to support independence. • Trauma Informed Schools support to promote and develop resilience and boost self-esteem and readiness to learn.

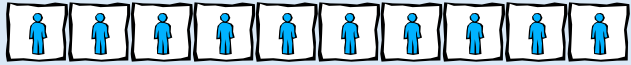
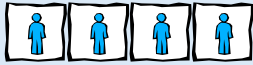
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Risk assessments and safety policies are in place and are regularly updated to ensure all children are safe within school and on visits. • Cusgarne Primary School is a Healthy School which is evidence of all the work we do to promote a healthy lifestyle. • We have a Health & Wellbeing Champion in school. • Our PSHE curriculum incorporates elements of wellbeing and emotional resilience. • Trauma Informed School approach is used by all staff. This is a specific way of working with all children that helps develop their social and emotional wellbeing. • All staff are emotionally available to all children and the children can choose which adult to approach for support. • The social, moral, spiritual and cultural aspects of learning are an integral part of our school life and a focus for our assemblies. • Buddies in Year 6 support their fellow Reception pupils. • All children have access to dedicated outdoor learning lessons to explore and learn new skills in our outdoor environment. •	• Time limited and monitored intervention groups address: - self-esteem - social skills/pragmatic social skills - anger management • Playtimes and lunchtimes are adapted and alternative activities are arranged for children not coping with the general arrangements. E.g. quiet activities in class. • Use of Boxall Profile to inform targets and provision to support emotional well-being. • Reflective and restorative conversations are held with pupils who need additional support to reflect on any unexpected behaviours that may impact others. • School Nurse Service is available through referral to Early Help Hub.	• Pupils with specific medical conditions have an Individual Healthcare Plan. • Team Around the Child, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Assessments carried out for individual pupils by school and family to determine emotional and wellbeing needs. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families where required, including: - Early Help Hub - Dreadnought - Penhaligon's Friends - Occupational Therapists - Family Support Workers - Physical Needs Team - Aspire Inclusion Team - CAMHS / Primary Mental Health Team

7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
- All pupils have opportunities for social interaction, regardless of need. - Whole school events involving children at school and their families including music performances, Harvest Assembly, Christmas performances, Sports Days etc. - Mentoring opportunities take place amongst pupils e.g. KS2 having a reading buddy in Reception class and playground buddies at playtimes. - All students are invited on trips and visits subject to necessary risk assessments.	- Sports teams play in local tournaments against other schools. - Children are encouraged to join clubs held within the community. - End of year celebrations for Year 6 Children who require emotional support can be referred to CAMHS/Dreadnought or TIS Practitioner.	Reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction e.g. after school clubs. Meet and greet is available in school when needed. Emotionally Available Adults across the school who are able to support any child who requires emotional support.

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

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All areas of the school including our outside area are accessible to all.	- Some toilets adapted by height. - Named adults are trained in PRICE	- Accessible toilet/shower room. - Specialist equipment in practical lessons

• Wheelchair access is available to classes via a ramp into the school building. • Pupils know what to do if they feel they are being bullied • There is a designated 'Designated Safeguarding Officer': Miss Lily Goodman and a deputy: Mrs Marie Turner, and a named Designated teacher for Children in Care: Mrs Marie Turner • Teachers focus on rewarding good behaviour in the learning environment. • Children's achievements are valued at our weekly Celebration Assemblies • An Early Years outdoor area which includes sand and water zones, and mud kitchen. • We have magnetic security locks on our external doors and gates and visitor access into the school is restricted. A signing in and out system is in operation via an Ipad.	(Protecting Rights In a Caring Environment) and Team Teach and are able to use a range of de-escalation techniques.	enables disabled pupils to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • We talk with and visit where possible early years providers to help us prepare to support pupils with additional needs joining our school in Reception. • As appropriate staff attend training offered to support individual needs • Concerns or comments from staff, parents or the children themselves are shared with lunchtime staff through a 'communication book'.
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• EYFS transition is well planned and takes place regularly and progressively. We organise and include our new children throughout the summer term before they join our school and	• SENDCo and/or the class teacher liaises with secondary schools and pre-schools SENDCo's to ensure all information is shared before transition.	• Where necessary, individualised transition programmes are put in place. • Parents meetings to discuss transition and to address any concerns.

they all have the opportunity to come and explore their new classroom and meet the adults. • We liaise with local early year providers to identify pupils with additional needs who will be joining our school in EYFS. • EYFS teaching staff can visit pre-school settings, the home or childminder to aide transition where possible. • 'Move up' times are arranged in the summer term for pupils to work with their new teacher and get used to their new classroom. As a small school, pupils know the layout of the school and all staff are well known to pupils. • Staff meetings are planned for transition to the next class, discussions take place about particular needs, progress, and new IPM's are written. • For children moving to a different school before the end of Year 6, where possible staff will speak to new school to discuss pupil. • There are strong links with the receiving Secondary schools and transition days are supported. We work with our cluster schools throughout the year so friendships are made. • SENDCo and Year 6 staff talk to secondary schools SENDCo/Head of Year to discuss all the children who will be transferring to them.	• Continued partnership work with the secondary schools ensure good relationships and opportunities for secondary school teachers to come into our school to lead some lessons. • Enhanced transitions for some pupils that require this - e.g. involving additional time in new class to get to know the teacher and teaching assistant is available. • Enhanced transition for Year 6 children including those with additional needs and those who may feel anxious about the transition to a local secondary school is arranged through an additional visit. The children are accompanied by a member of staff from their primary school (usually SENDCo) to meet learning mentors and have a school tour.	• Creation and use of 'pupil passports' and similar resources to support pupils during the summer term and for their parents to use with their children in the holidays to support a smooth transition. • For children moving to a different school before the end of Year 6, where possible, discussion with staff at new school to discuss individual needs and where appropriate pass on resources for the pupil to use at their new school. • For some children due to start secondary school, some individual children may need a more structured and supported transition between primary and secondary school. For these children, discussions involving the child, their parents and the primary and secondary school will help us know how to best support this transition. Parents may want to visit secondary schools that they feel may suit their child. The SENDCO is happy where possible to accompany parents on visits to secondary schools if parents would like this.
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10. The SEND training attended by our staff over the last year

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
SENDCO: Accredited SENCO qualification National Professional Qualification of Leading Teacher Development Safeguarding/Prevent Trauma Informed Practitioner Status Designated Children in Care Course Child Protection Paediatric First Aid Team Teach training Whole staff training: Safeguarding TIS Awareness Autism Awareness and Neuro-affirming practice. Individual teachers, teaching assistants and other staff training: PRICE training Little Wandle Phonics Paediatric First Aid My Concern Ongoing support from Aspire Inclusion Team and Aspire Maths Lead.	Staff have attended panel meetings with the Autism in School's Team (AIST) and an Educational Psychologist for identified children. Where appropriate, strategies and advice has been applied to needs within cohorts / across groups of children.	SENDCO, teachers and teaching assistants: PRICE training Epilepsy awareness Individual staff training: Paediatric Epilepsy Awareness SENDCo & SLT knows how to access specialist and individualised support from external agencies, when appropriate. Additional advice is sought from the Area SENDCo within the Aspire Inclusion Team, when needed.

11. Services and organisations that we currently work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	The Early Help Hub is the single point of access for council and community based health services including those for children and young people.	Early Help Hub are open: Monday – Thursday 8:45am – 5:15pm Friday 8:45am – 4:45pm Closed on Bank Holidays 01872 324605 earlyhelphub@cornwall.gov.uk
Early Support (ES)	Early Support helps different agencies work effectively together to support individual children with disabilities and their families. ES helps schools to set up meetings in school where the agencies share information and create plans helping schools know how best to support the child in school.	Ravena Jelbert Early Support Co-ordinator (West) Tel: 01736 336660 Email: rjelbert@cornwall.gov.uk
Speech and Language therapists (SaLT)	This is a service that helps children in Cornwall aged 0-19 years who may have difficulty with: - expressing themselves - understanding what is said to them - talking clearly (saying speech sounds) - stammering - swallowing (eating and drinking)	Telephone: 01208 834488 Email: cpn-tr.enquirist@nhs.net
Family Support	Family Support can help families with a range of challenges including bedtime routines and understanding your child's behaviour and how to respond.	See Family information Service website for more information www.cornwallfisdirectory.org.uk

	They can also point families in the right direction for housing, benefit and debt advice and information about work or training.	
The Education Welfare Officer	EWOs can help provide help and advice on school and attendance, bullying, child protection issues, elective home education and exclusion of pupils. At Cusgarne, we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise.	Tel: 0300 1234 101 Email: children@cornwall.gov.uk Alternatively, Contact via school office Central office: Sedgemoor Centre, Priory Road, St. Austell
Autism in Schools Team (AIST)	This specialist team play an important role in helping to meet the needs of people with autism and their families. When supporting pupils in school they may carry out assessments, recommend strategies to school staff and coordinate meetings between school and families.	For more information, visit their webpage: Autism in Schools Team - Cornwall Council
Child and Adolescent Mental Health Service (CAMHS)	CAMHS support children and families with a range of challenges including anxiety.	Child and Adolescent Mental Health Service (CAMHS)
Educational Psychologists (EP)	Educational Psychologists are specialists in learning, behaviour and child development.	Aspire Academy Trust works with Dr Sarah King, Educational Psychologist. Referral via school SENDCo and Aspire Inclusion Team.
SEN Support Services	Augmentative and Alternative Communication Team (AAC): aacsupport@cornwall.gov.uk Cognition and Learning Team: cognitionandlearning@cornwall.gov.uk Hearing Support Team: sensorysupportservice@cornwall.gov.uk Physical and Medical Needs Advisory Service: physicalandmedicalneeds@cornwall.gov.uk Vision Support Team: sensorysupportservice@cornwall.gov.uk Communication Support Team: css@cornwall.gov.uk	

Health Visiting and School Nursing Team	School nurses offer health assessments to all children when they start primary and secondary school such as height and weight checks. This information is used by the NHS to help plan and improve services for children to help ensure children and young people stay fit and healthy. They also carry out vision screening in Reception and Hearing checks in Year 1. They can also provide confidential advice and health information to young people, their parents, carers and teachers.	01872 322779 hvsnadvice@cornwall.gov.uk
Occupational Therapist (OT)	Families and our school work with these health professionals to support children with physical needs in school. OTs can create therapy plans for individual children so that the school knows best how to support them.	Children's Community Therapy Service Tel: 01872 254531
Penhaligon's Friends	A voluntary organisation that has worked with our school to help children and families with issues around serious illness or bereavement in their family.	Tel: 01209 210624 or 01209 215889 Email: enquiries@penhaligonsfriends.org.uk www.penhaligonsfriends.com
Dreadnought	An organisation that can support pupils who experience confidence challenges and relationship difficulties. Dreadnought can also support children with bereavement issues.	Tel: 01209 218764 Email: team@thedreadnought.co.uk
Gweres Kernow	An organisation that provides advice and	Referrals made through school.

	guidance for professionals to help them support children and young people who display concerning or harmful sexual behaviours. To support and work with young people who display concerning or harmful sexual behaviours and their families.	
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Pupil progress

Pupils' progress in lessons is assessed on a daily basis by the class teacher, and where appropriate, through discussions with other staff members. Pupils also have the opportunity to self-assess their progress towards the learning outcomes in their lessons.

For pupils with SEND, termly Individual Provision Maps (IPM) are created by the class teacher in collaboration with the pupil and SENDCO. These maps outline specific targets and strategies tailored to the child's needs. As pupils achieve these targets, they are adjusted, or new ones are set. At the end of each term, pupils with SEND reflect on their progress and provide feedback on their journey towards these individual targets.

How do we know how good our SEND provision is at Cusgarne Primary School?

We evaluate the quality of our SEND provision throughout the year to ensure it meets the needs of all our pupils. This is done through half-termly data analysis of subjects such as reading, writing, maths, science and the foundation subjects including music, art, DT, history, geography and PE.

The quality of our SEND provision is also reviewed through termly Aspire monitoring visits, lesson and intervention group observations, learning walks, book scrutinies and discussions with pupils. We use this information to plan and adjust the support we provide for our pupils with SEND as needed.

If you wish to complain

If you feel that you have concerns about your child's SEND provision, in the first instance please speak to the class teacher. Where appropriate, concerns may then be escalated to the Head of School, Miss Lily Goodman.

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



Answers to Frequently asked Questions

1. How does your school know if children/young people need extra help?

Our school has an 'open door' policy to parents and we have extremely well-developed links with the parents of the children that attend Cusgarne Primary School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are regularly observed by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school, then we always do our utmost to find out as much information as possible about that child, from both parents and the child's previous school. If there are external professionals involved with that child, then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head Teacher. Following these meetings steps will be taken to address any concerns you may have about your child.

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Half-termly progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed.

4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Cusgarne we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are adapted appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, level of scaffolding or the resources they may use in order to achieve the lesson objective. Children are sometimes

withdrawn from the classroom in small groups or on an one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for individual speech therapy support or occupational therapy circuits.

5. How will I know how my child is doing and how will you help me to support my child's learning?

Cusgarne operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in both the Autumn and Spring terms, and in the Summer term annual reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. All this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child, then meetings can be arranged with class teacher and / or the Head of School at your request.

6. What support will there be for my child's overall well-being?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

7. How do I know that my child is safe in school?

At Cusgarne we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 Child Protection training. There are also named members of staff who are trained to tier 3 in Child Protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

8. What specialist services and expertise are available at or accessed by your school?

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.
<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

9. How will my child be included in activities outside the classroom including school trips?

Everyone is included in everything at Cusgarne School. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

10. How are the school's resources allocated and matched to children's special educational needs?

Each year, the school is provided an allocation of money for special educational needs and disabilities (SEND). For all children on the school's SEND register the school itself is expected to meet the first £6000 or any resources and support required by each individual child. This is a 'notional' amount rather than ringfenced for individual pupils. For those children with an Education, Health and Care Plan (EHCP), spending above the notional £6000 may be claimed back from the local authority up to a limit, which is informed and set by the resources and provision outlined within the child's EHC plan. In-school resources and support are detailed in Individual Provision Maps (IPMs). These plans are individually tailored to each child on the SEN register and outline provision and support in place.

11. What SEND training have the staff at school had or are having?

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) has completed the National Award for SEND Co-ordination. In addition, the SENDCo and other members of staff regularly engage in ongoing professional development. A full list of recent training is available in the SEN Review Document on the school website.

12. What should I do if I feel that the Local Offer and the Information Report is not being delivered or is not meeting my child's needs?

If you have concerns that the Local Offer, the Information Report, or the School's SEND provision is not being delivered as expected or is not meeting your child's needs, we encourage you to contact the school directly in the first instance. Please speak to the SENDCo, Mrs M Turner, who will be happy to discuss your concerns and work with you to find a resolution. If your concerns remain unresolved, you may escalate them to the Director of Inclusion for Aspire Academy Trust, Sally Hannaford, or to the Board of Directors.

13. How is your School Offer and Information report reviewed?

Our School Offer and Information Report are reviewed annually in consultation with staff and Hub Councillors of the school.

Finally, thank you for taking the time to read our offer. This document sets out an overall picture of the provision we make at our school, but we encourage you to visit Cusgarne School and discuss your child's individual needs. Throughout your child's time at our school, we will use a variety of assessments and monitoring exercises to determine the progress of your child. If any child is not making expected progress then we will investigate further including any barriers, which may be hindering their learning.