

Our 'Information Report' for Special Educational Needs and Disability (SEND)

Review Date: Jan 2026




Name and contact details of the Special Educational Needs and Disabilities Coordinator:

Mrs Sarah Green

Email: sgreen@launcestonprimary.uk




The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and provision
<p data-bbox="188 1075 786 1107">The universal offer to all children and YP.</p> 		

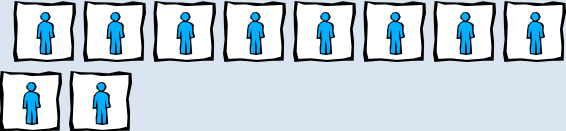
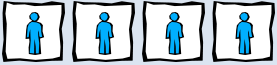

<p>The views and opinions of all pupils are valued.</p> <ul style="list-style-type: none"> • Termly Pupil Voice is represented through stakeholder meetings, School Council and pupil questionnaires. • Thrive approach is used across the whole school and staff implement into daily practice. • Self and peer assessment occurs regularly within lessons. 	<ul style="list-style-type: none"> • Opportunities to share thoughts, ideas, feelings in small focus groups (e.g. social groups) • Additional provision is developed in light of pupil voice. • Pupils' views are taken into account during learning plan reviews. 	<ul style="list-style-type: none"> • Student's views are an integral part of TAC (Team Around the Child) meetings, pupil support meetings and SEND reviews. • Pupils are supported in person centred planning and target and outcome setting. • 1:1 sessions (e.g. Thrive, ELSA or Emotional Logic) • Home visits are arranged if needed.
---	---	---

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • There are parent and carer's evenings in both the Autumn and Spring terms. • Reports are sent home in the Spring and Summer term. • Home school communication system (DoJo). • Fortnightly newsletters. • School website with updates, newsletter, DOJO class pages, Facebook page. • Yearly Nativity or school play. • Stakeholder meetings and parent surveys. • Parent governors. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their child with phonics • Parents are invited to review SEND Learning Plans 3 times a year in which parent/carer views are integral. • Parents are able to contact the school about concerns at any time in person, by phone, Class DoJo or e-mail. • Bespoke SATs (Statutory tests in Y6) sessions for pupils prepare for Y6 SATs • Bespoke transition package to EYFS/KS1/2/3 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all TAC meetings, student support meetings and SEND reviews. • Parent/carer's views are an integral part of TAC meetings, pupil support meetings and SEND reviews. • Home visits are undertaken by staff where there is a need. • Parent/carers are supported in attending, and are actively involved in all reviews. • Parent/carer's views are an integral part of SEND reviews. • Meetings are made when necessary with: Principal/SEND/CO/teachers • All documentation is presented in a

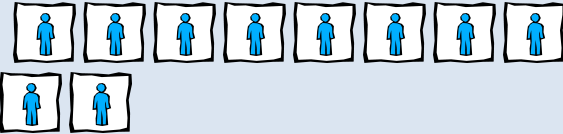
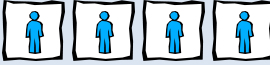

format that is accessible to individual parents.

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • We have subject specific planning across all year groups. • Planning is inclusive and ensures that all pupils are able to access the curriculum, • Progression is tracked regularly. • Pupils have clear expectations. • Pupils are given time to respond to feedback daily. • Teacher assessment and testing is used to identify gaps in learning for each child and specific group intervention put in place to support the closing of gaps. 	<ul style="list-style-type: none"> • Intervention or packages are bespoke and needs led. • The progress of pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupils progress • Personalised and differentiated curriculum to include and meet the needs of pupils with SEND. • ICT to support and develop understanding and independence within the mainstream classroom. 	<ul style="list-style-type: none"> • Pupils with special needs and/or disabilities can access the full curriculum with adult support if this forms part of their EHCP provision • Planning meetings with key members of staff to meet the needs and provide a completely personalised and bespoke curriculum as part of the EHCP or advised by outside agencies. • Staff and parents liaise with Outside agencies:- Family support Cognition and Learning Team Communication and Interaction Team Educational Psychologists Autistic Spectrum Disorder (ASD) Team




		<p>School Nurse Teacher for the deaf Occupational Therapist Child and Adolescent Mental Health Service (CAMHS) Social Care Therapeutic social worker</p>
--	--	---

4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Four key learning principles in all lessons: Recap, Model, Check, Practice. • Teaching approaches work to reduce distraction, overload and forgetting. 	<ul style="list-style-type: none"> • Children are given extra support within lessons in a group or individually when needed. • Intervention sessions are planned and delivered to meet the specific needs of children in the class. • The progress of pupils taking part in intervention groups is tracked and reviewed on a regular basis. 	<ul style="list-style-type: none"> • Provision identified within EHCPs • Key strategy of support identified for pupils • Access arrangements are assessed and put in place for pupils - to support their normal way of working and for internal and external assessments. • Consultation with agencies: e.g. Cognition and learning Team, Educational Psychologist, ASD

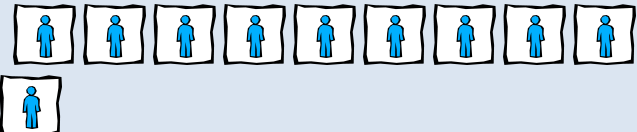


		team, School Nurse, Occupational Therapist.
--	--	--

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Children are taught to be independent in their learning. We have a range of support all pupils can access independently;</p> <ul style="list-style-type: none"> • Visuals • Use of re-cap to support recall of key knowledge • Scaffolds on tables/walls • Level appropriate challenge tasks are available in each classroom to encourage self-help skills. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • pupils have personalised equipment to help them to learn, such as talking books and reading guides. 	<ul style="list-style-type: none"> • Teachers and Teaching assistants working with pupils use the following approaches to support independence- clues and cues, chunk instructions and tasks. • Additional support is shared to build resilience in pupils, so that they have self-coping strategies,





<ul style="list-style-type: none"> • A range of resources clearly labelled & accessible for children to learn to select as appropriate in all classrooms. • Visual timetables in classrooms • Following the FOCUS routine 		<p>through an emotional coaching approach</p> <ul style="list-style-type: none"> • We aim for pupils to learn and use self-coping strategies wherever possible using appropriate equipment, e.g. personalised visual timetables, prompt cards or now and next boards.
--	--	--

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Emotional development is taught as part of PSHE • Thrive approach used by all staff • Risk assessments are carried out regularly. • Variety of extra-curricular 	<ul style="list-style-type: none"> • Emotional coaching approaches • Self-esteem and social skills nurture groups. • Visual cues/individualised emotional support 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies. • Specialised sensory approaches advised by outside agencies • Additional support can be




<p>experiences throughout the year.</p> <ul style="list-style-type: none"> • Access to sporting activities and experiences • Forest School provides skills for life • OPAL (Outdoor Play and Learning approach at breaktime and lunchtime) • Free fruit for KS1 • School meals provider provides balanced, healthy meals & regularly consults pupils and parents 		<p>requested through:</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Services (CAMHS) • Educational Psychologist (EP) • Social Care • Family Support Services • Bereavement Services • Mental Health Support Team • Autistic Spectrum Disorder(ASD) Team • Physiotherapy service
---	--	---

7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p>  	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All pupils have opportunities for social interaction regardless of need. Pupils are encouraged to use speaking and listening skills throughout the school day:</p>	<ul style="list-style-type: none"> • Teachers/TAs can support children with social interaction, modelling skills as appropriate • Targeted social skills groups 	<ul style="list-style-type: none"> • Individual Social Stories provided • Alternative communication approaches supported, e.g Makaton, PECs. talking books




<ul style="list-style-type: none"> • Regular visitors including local community members, parents, governors, education specialists, charities • Oracy skills are taught to underpin communication development • Storytelling • Circle Time • Local sports events • Role play areas in EYFS classrooms • Lunchtime tables & peer support • OPAL (Outdoor Play and Learning approach at breaktime and lunchtime) • All pupils are invited on trips and visits 		<ul style="list-style-type: none"> • Individually planned social opportunities • Additional support may be sought from the Communication and Interaction Team
--	--	---

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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils have safe access to the following learning environment provision; <ul style="list-style-type: none"> • Calm, reflective areas within classrooms and playgrounds • Outdoor classrooms 	<ul style="list-style-type: none"> • Some toilets adapted by height for lower KS1 and EYFS children • Different sized chairs/tables available • There are names adults who are 	<ul style="list-style-type: none"> • Individualised learning stations • Specialised equipment is used for children where advised by a

<ul style="list-style-type: none"> • Secure playground area • OPAL (Outdoor Play and Learning approach at breaktime and lunchtime) • Wheelchair accessibility to all areas of the school • Ramped access and toilet facilities with disabled access • Greetings and assemblies celebrate kindness, respect and good habits to ensure the schools are a safe environment for everyone. • There is a named 'Designated Safeguarding Lead' (DSL and team) and a named 'Child in Care' (CIC) teacher. • The FOCUS routine ensures classrooms are disruption free. • The Reflection system supports all pupils to understand the importance of good behaviour. 	<p>Team Teach trained</p>	<p>specialist</p> <ul style="list-style-type: none"> • Adapted resources and equipment in line with EHCP provision
---	---------------------------	---

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Pupil progress teacher meetings are held before pupils move up a year. 	<p>For pupils with additional needs, the following strategies can be used to</p>	<ul style="list-style-type: none"> • The SENCO (Special Educational Needs

<ul style="list-style-type: none"> ● Pupils are part of transition activities in the summer term within their new class. ● There are strong links with Colleges. SENCO and Year 6 teacher work with college staff to identify pupils who may need support with transition from KS2 to KS3. ● Year 6 attend transition Days at College. ● There are strong links with feeder nurseries. SENCO and Reception teachers identify pupils who may need extra support at transition from Pre-School to Reception. ● Transition from Nursery School takes place over several 'learning together' events. ● Opportunities throughout the academic year for pupils to work with teachers from across the school 	<p>enhance their transition experience;</p> <ul style="list-style-type: none"> ● Visual cues and photographs e.g. a transition book ● Extra transition visits ● Pupil passport to share pupil voice with new teacher/setting 	<p>Coordinator) or representative attends Year 5 and Year 6 annual reviews or TAC meetings.</p> <ul style="list-style-type: none"> ● pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. ● Transition and pupil planning meetings are held with relevant professionals, particularly with regard to new EYFS SEND pupils and Year 6.
---	---	--

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Bereavement Support - Penhaligon's Friends	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	https://penhaligonsfriends.org.uk/ 01209 210 624

Early Help Hub (Family Support)	Help with general concerns e.g. health, emotional needs, family support	Self-referral or via school or GP depending upon need http://www.cornwall.gov.uk/earlyhelp
Children's Social Care	Social workers within the Children, Schools and Families team	Safeguarding concerns can be reported via the MARU (Multi-agency Referral Unit) on 0300 123 1116 but social workers will be assigned and contact with individuals will vary depending on access to direct phone numbers
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEND and works alongside the school in helping to support children in need.	Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
Speech and language therapist (SALT)	The speech and language therapist works alongside our school to support children with any speech and language needs.	Referral via parent/carer, school or GP depending upon need. Advice line: 01208 834488 Further information: https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP depending upon need Further information: http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp_

School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Referral via parent/care, school or GP depending upon need through the Early Help Hub
NHS Paediatric Physiotherapist & Occupational Therapist <i>The paediatric physiotherapy and occupational therapy team provide a child centred service for any conditions which affect your child's ability to participate in everyday life. They assess the child, set goals with the child and family and/or school to determine a plan of action to help them achieve their physical potential.</i>	Physiotherapists assess children's movement, mobility, posture, muscle strength and flexibility. They treat children mainly through exercise, movement and positioning through play. Occupational therapists assess children's function in the areas of self care, such as dressing and brushing teeth, school skills, such as pencil skills, using scissors and rulers and participation in play.	Referral via GP Referral via school or GP depending upon need

Link to the Primary Cluster Complaints Procedure: [Primary Cluster Complaints Procedure](#)