



## **Truro Learning Academy** **Our SEN Information report and local offer 2019/2020**

Truro Learning Academy is a vibrant, happy and exciting 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 Truro Learning Academy are trained to cater for the needs of the children in their care and many 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 Truro Learning Academy 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 our talented team of teachers and their assistants.

Link to other documents

[www.truroacademy.org.uk/web/policies/309983](http://www.truroacademy.org.uk/web/policies/309983)  
<http://www.aspireacademytrust.org/193/governance/category/16/aspire-statutory-policies>

Link to our school's Equality Objectives

[www.truroacademy.org.uk/web/policies/309983](http://www.truroacademy.org.uk/web/policies/309983)

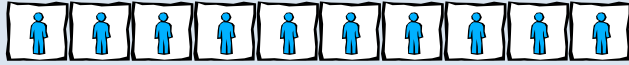
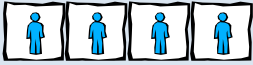

Link to our school's Accessibility Plan/Policy

[www.truroacademy.org.uk/web/policies/309983](http://www.truroacademy.org.uk/web/policies/309983)




Contact details of SENDco : Mrs Louise Buist [louise.buist@truroacademy.org.uk](mailto:louise.buist@truroacademy.org.uk) 01872 321552

## The levels of support and provision offered by our school


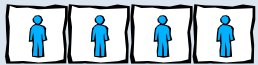

### 1. Student Voice -Listening to and responding to children and young people

<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>The views and opinions of all students are valued. Student voice is represented in all aspects of school e.g. involving the school council in the interview process of new staff, school council meetings with SLT, bringing in new school uniform and school dinner choices. Student voice is heard through:</p> <ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- School Council</li> <li>- Pupil Conferencing in monitoring visits and as part of assessments.</li> <li>- Class suggestion boxes</li> <li>- PHSHE jigsaw schemes of work</li> <li>- Assemblies based on virtues, British Values and celebrating other achievements in and out of school.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in all pupil conferencing.</li> <li>• Additional provision is developed in light of student voice where appropriate.</li> </ul>	<p>Individual support is responsive to the views of the student based on conferencing when implementing IEP's and behaviour plans.</p> <p>Truro Learning academy employs a parent support advisor to work alongside pupils and parents in order to provide a welcoming and caring environment. Student's views are an integral part of TAC meetings and SEND reviews.</p> <p>Students are supported through outcome based target setting from child centred plans.</p> <p>Truro Learning Academy works alongside Penhaligon's friends</p>




## 2. Partnership with parents and carers

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school works in partnership with all stakeholders and encourages a close liaison with parents and carers</p> <p>Our reception is staffed throughout the day where there will be someone available to answer any questions in a timely manner.</p> <p>The parents/carers are invited to attend parent/carer consultation evenings both termly and a meet the teacher evening at the start of the year.</p> <p>All children have a home school reading record to encourage home school dialogue.</p> <p>The school Website is updated weekly to inform parents and carers of events taking place within school.</p> <p>Truro Learning Academy offers workshops for parents and carers in Literacy, phonics and mathematics.</p> <p>Parent/carers know exactly who to contact if they have any concerns as detailed on our website and on correspondence which is sent home.</p>	<p>Families are invited to attend extra-curricular activities where appropriate.</p> <p>Families at Truro Learning Academy are invited to attend information sessions re supporting their child at home e.g. Parenting skills, literacy and numeracy skills, independent homework.</p> <p>Websites are available on newsletters and on the website to support parents with homework.</p> <p>Parents are able to contact school regarding concerns at any time. Via the emailing, phoning or dropping in, we have an open door policy.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate.</p> <p>Parent/carer's views are an integral part of TAC meetings and SEND reviews.</p> <p>Advocacy is available to ensure the above and documents are adapted to fit the needs of the child e.g. provision maps and IEP's.</p> <p>All documentation can be presented in a Format that is accessible to individual parents.</p> <p>Parents are encouraged to join in with school trips where appropriate.</p> <p>Parents are encouraged to engage in one-to-one reading and activities and volunteer to support readers in school.</p>




### 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> 
<p>The curriculum is designed to ensure the inclusion of all students. All lessons are differentiated to meet the needs and abilities of the child with their own success criteria.</p> <p>All students, regardless of their ability and/or additional needs, have full access to the curriculum. Groupings are made to provide additional support and to stretch children in their learning.</p> <p>All students are able to boost their independent learning and literacy skills through application throughout the curriculum.</p> <p>Assessments (including dyslexia Testing and hearing testing) are used to identify students who need specific interventions.</p> <p>The school runs a homework club</p> <p>The school has their own behaviour policy to promote positive behaviour a good choices.</p>	<p>Intervention packages are bespoke and needs led.</p> <p>The progress of students taking part in intervention groups is measured on a regular basis.</p> <p>The intervention packages are Adapted in light of student progress.</p> <p>Small group intervention include ( but are not limited to):</p> <ul style="list-style-type: none"> <li>- literacy- reading, comprehension, spelling</li> <li>- handwriting</li> <li>- numeracy</li> <li>- speech and language</li> <li>- keyboard skills e.g. touch typing</li> <li>- motor and co-ordination skills</li> <li>- social skills e.g time to talk</li> <li>- Physical development e.g fine motor skills and fun fit.</li> </ul>	<p>Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities.</p> <p>One to one support is in place for children who have a high level of need.</p> <p>In exceptional circumstances students can be misapplied from some subjects such as SATS or assessment ( this must be agreed by all parties)</p> <p>Multi agencies are involved to review areas of need and level of support provided.</p> <p>Individual learning outcomes are put in place to ensure progress against personalised targets.</p>




#### 4. Teaching and learning

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The whole school uses a 'dyslexia- friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Different level groupings are identified for each class.</p> <p>Preferred learning styles are used.</p> <p>Learning Objectives are displayed and shared with all pupils.</p> <p>Differentiated Success Criteria are shared.</p> <p>Students' work is regularly marked and appropriate feedback is given.</p> <p>Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed.</p> <p>Alternative ways of recording are used.</p> <p>All classes have learning walls to foster independent learning.</p>	<p>Class based staff share information and lesson plans to ensure that students with SEND have targeted support and provision.</p> <p>Class based staff work with small groups to:</p> <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- Facilitate learning</li> <li>- foster independence</li> <li>- keep students on task.</li> </ul> <p>Independent student learning is supported by the use of technology e.g chrome books and I pads.</p> <p>Special examination arrangements are put in place for internal and external tests and examinations (reader's scribes etc.).</p> <p>Pre teach and booster sessions are made available to those who need them to prepare and cement learning within lessons.</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</p> <p>One to one pre teach booster sessions and reward charts are available when needed.</p> <p>Outreach from special school requested for advice on teaching and learning. E.g CDC.</p>




## 5. Self-help skills and independence

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Technology is available to aid Independence and promote a love of a learning across all curriculum areas.</p> <p>All classes have learning walls which offer support on their area of learning and topics.</p> <p>Classes have examples of outstanding learning on display.</p> <p>Self-assessment opportunities and response time to marking provide opportunities to gain ownership in learning,</p> <p>Labelled resources are available in all class-rooms containing which promote independence.</p> <p>The school has a buddy system at playtime to ensure positive friendships are modelled.</p> <p>Talk partners are used in lessons for peer support.</p> <p>The school promotes the use of jigsaw for these skills.</p>	<p>Where teaching assistants are in the Classroom they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers, now and next boards and ear defenders.</p>	<p>Teaching assistants working one-to- one with students 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.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent</p> <p>Personalised task boards and timetables are in place to support independence.</p>

## 6. Health, wellbeing and emotional support




<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>PSHE/mindfulness lessons include all students. Jigsaw and <i>mind up</i> are used within our curriculum to target this.</p> <p>We have a social and emotional lead member of staff for students with wellbeing, emotional, physical and mental health needs.</p> <p>Buddies and super six students are trained to support fellow students.</p> <p>Counselling support services can be accessed where appropriate</p> <p>Student issues are dealt with by trained staff, as they arise using the trauma informed schools method.</p> <p>Members of SLT are trained in TIS and have delivered training to the staff in the school.</p> <p>School nurse service is available through parental referral.</p>	<p>Time limited and monitored groups run by our social and emotional lead practitioner address: - self-esteem</p> <ul style="list-style-type: none"> <li>- social skills</li> <li>- anger management</li> </ul> <p>Risk assessments carried out when going on trips and outings.</p> <p>Children who have a specific health need will also have an individual healthcare plan within in school as filled in by parents and healthcare professions.</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <p>Box all profiling or THRIVE (Trauma informed school) is used to tailor provision to need</p> <p>Additional support for students can be requested from :</p> <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Dreadnought</li> <li>- Aspire Trust School</li> <li>- Penhaligons Friends</li> <li>- Music therapy</li> <li>- Cleer.</li> </ul> <p>Students with specific medical conditions have individual health care plans.</p>

## 7. Social Interaction opportunities




<p>Whole school approaches</p> <p>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 students have opportunities for social interactions at playtimes at lunch times.</p> <p>Mentoring opportunities take place amongst pupils e.g. KS2 having a reading buddy in reception class and playground buddies at playtimes.</p> <p>All students are invited on trips and visits subject to necessary risk assessment. Through the EYFS and key stage one and two, the children enjoy trips to the beach, theatres, cinema and local places of interest.</p> <p>At Truro Learning Academy the children are involved in key stage appropriate celebrations e.g a carol concert, to show achievements and participation in the wider community.</p>	<p>Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held within the community.</p> <p>More able children are encouraged to take part in multi-school sessions at the local secondary schools in English, maths and science.</p>	<p>Students individually supported by TA's or have PA's to enable their attendance at after school clubs or events when appropriate.</p> <p>Meet and greet is available in school when needed.</p>






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

<p>Whole school approaches</p> <p>The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All areas of the school are accessible to everyone including those students with SEND as detailed in our accessibility plan. Our plan is updated and school is assessed annually.</p> <p>All facilities have wheel chair accessible classes.</p> <p>Students feel safe and in an environment where bullying is acknowledged and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school endeavours to be an uplifting, positive and supportive learning environment.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment</p> <p>The rewards and sanctions system is robust and displayed around the school.</p>	<p>Non-slip, non-breakable equipment available in practical lessons e.g cooking.</p> <p>Adapted toilets available.</p> <p>Some toilets adapted by height.</p> <p>Adjustable chairs/ tables can be made available.</p> <p>There are named adults who are 'team-teach' trained</p>	<p>Specialist equipment in practical lessons enables disabled students to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> <p>Truro Learning Academy has a fully equipped disabled toilet, changing table and wet room.</p>

## 8. Transition from year to year and setting to setting

<p>Whole school approaches</p> <p>The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>There are links with feeder Nursery schools. Pastoral leads identify students who may need extra support at transition.</p> <p>Primary children visit local secondary schools regularly.</p> <p>Nursery/Secondary staff visit school to support transition.</p> <p>Transition events are available and accessible to all pupils across key stages/year groups and settings.</p>	<p>‘Buddy’ or peer systems are in place for students who are particularly vulnerable at transition.</p> <p>Students identified as possibly struggling with transition have many additional visits in small groups.</p> <p>Home school books and communication books are used when appropriate.</p>	<p>The SENCO attends annual statement &amp; EHC reviews.</p> <p>Students 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.</p> <p>Children with SEND will have extra transitions to support them moving onto secondary school to prepare them adequately.</p> <p>When required, children have an individualised transition plan when moving from setting to setting.</p> <p>Year 6 pupils are offered regular transition events and parents evening on the lead up to starting secondary school.</p>

## 9. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
Trauma informed schools	Adverse Childhood Experiences	Hearing aid support
Motional screening training	Tackling literacy difficulties for children with SEND(Sen services southwest)	<a href="#">SALT- food consumption and swallowing</a>
Areas of need and their identification	Lego Therapy	<a href="#">First aid in the classroom</a>
SMSC in the curriculum (teachers)	Identifying dyspraxia	Diabetes training
Mindfulness in school 'Mind up' all staff	<a href="#">TIS training</a>	<a href="#">BSL training</a>
Adverse childhood experiences (ACE's)	<a href="#">Restorative justice</a>	
Understanding dyslexia		
SEND code of practice workshop		
First year as SENDco training		

## 10. Services and organisations that we work with:

Service organisation	What they do in brief	Contact details
<b>The educational phycology service</b>	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Katy Neve Senior Educational Psychologist 01872 323022

<b>The speech and language support team</b>	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	01208 834488
<b>Parent support advisor</b>	A parent support advisor provides a link between school and home which supports a child's wellbeing and promotes positive attitudes towards education.	Mrs Emma Claxton please contact through the schools main office.
<b>The Cornwall dyslexia service</b>	The Dyslexia Service works with schools, children, young people and their families to ensure the effective inclusion, achievement and progression of children and young people on the dyslexic spectrum.	dyslexiaservice@cornwall.org.uk
<b>Penhaligons friends</b>	Cornish charity supporting the bereaved.	<a href="http://www.penhaligonsfriends.com">www.penhaligonsfriends.com</a>
<b>The hearing support service</b>	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB
<b>The school nurse team</b>	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	Cornwall Partnership NHS Trust Head Office Corporation Road Bodmin PL31 1FB 01208 834600
<b>The education welfare officer</b>	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At TLA we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise.	Contact via school office Central office: Sedgemoor Centre Priory Road St. Austell
<b>The paediatrics diabetes nurse</b>	The Paediatric Diabetes Nurse works with Pupils, Families and Schools to ensure that children with Diabetes are supported fully in their lives	Royal Cornwall Hospital Truro Cornwall TR1 3LJ Tel: 01872 250000
<b>TLA social and emotional lead practitioner</b>	The social and emotional lead practitioner is a	Mr Jon Evison, please contact though the main school

	member of the schools senior leadership team who is responsible for the social and emotional welfare of the pupils at TLA.	office
<b>CAMHS</b>	CAMHS (Child and Adolescent Mental Health services). CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.	Sedgemoor St Austell 01872 221400
<b>Social workers and social care team</b>	Social Workers and the Social Care Team Promote and look after the wellbeing and achievement of all children, especially those in difficult family situations or those with complex learning needs.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
<b>Children in Care (Education support service) Cornwall social Care Services</b>	Children in Care Education Support Service (CICES) is part of Cornwall's Children in Care Strategy and has been up and running since September 2008 as the 'Virtual School for Children in care in Cornwall'. Their priority is to Promote the educational attainment and achievement of Children in Care, under section 52 of the Children Act 2004.	01872 322462 Priory house Bodmin 01208 251300
<b>ASD advisory team</b>	The Autism Spectrum Team is a service supporting young people with autism. The Autism Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.	Victoria Brewer  01726223356

#### **11. Pupil progress- What we do to monitor progress of pupil with SEND:**

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by regular interventions, group work and specialist one to one support by outside agencies if required
- ✓ Identification of children/young people requiring SEN Support and initiation of “**assess, plan, do, review**” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN 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 SENCO via meetings and termly reviews
- ✓ Class teacher able to refer social and emotional dysregulation to our Trauma informed schools' practitioner as well as compile 'snapshots' of need to aid within the classroom.
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

#### **12. How we know how good our SEN provision is**

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by class teacher partnership with the SENDCO, child/young person and their parents. Please see our DSEN Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction – EP’s and S and L regular intervention
- ✓ Cognition and Learning – EP Regular intervention
- ✓ Social, Emotional and Mental Health – CAAMS Regular intervention
- ✓ Sensory and/or Physical Needs – OT, Regular intervention

During the 2018/2019 academic year, we had **50** Children/young people receiving SEN Support and **5** young people with Education, Health and Care Plans. We monitored the quality of this provision by IEP plans, monitoring visits, IEP reviews, and book scrutinise, pupil conferencing. We measured the impact of this provision by Assess plan do review, pupil and parent meetings, parent evenings, conferencing with one to one support.

### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- ✓ Pupil premium champion
- ✓ Trauma informed school's practitioner
- ✓ One to one support
- ✓ Attendance – monitored half termly and discussed termly with Educational welfare team from Cornwall county council.

We monitored the quality and impact of this support

### **Distribution of Funds for SEN:**

SEN funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Well-Being Provision
- ✓ Staff training

13. If you wish to complain

[www.truroacademy.org.uk/web/links\\_downloads/310224](http://www.truroacademy.org.uk/web/links_downloads/310224)

Anyone wishing to make a complaint with regard to SEN support and provision should follow the complaints procedure on our website.

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

## **Answers to Frequently asked Questions**

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 have extremely well-developed links with the parents of the children that attend Truro Learning Academy. 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 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 Truro Learning Academy 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 differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished.

Children are sometimes withdrawn from the classroom in small groups or on a 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 physiotherapy sessions or individual speech therapy support.

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

Truro Learning Academy 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 of 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 Teacher 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 Truro Learning Academy 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.

[www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page](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 Truro Learning Academy 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 decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with a Statement of Special Educational Need or an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

**11. How is your School Offer reviewed?**

Our School Offer is reviewed on an annual basis in consultation with staff, parents and governors of the school.