



SITHNEY COMMUNITY PRIMARY SCHOOL

Our School Offer for Special Educational Needs and Disability (SEND)

Sithney School:

- Places children at the heart of the learning process.
- Provides opportunities for children to initiate learning experiences, pursue their interests and follow their own line of enquiry.
- Enables adults to use ongoing observation and assessment to plan meaningful next steps, address misconceptions and identify opportunities for further development.
- Develops children's core learning skills by valuing their ideas, listening to their dialogue and providing experiences that extend and deepen learning.
- Ensures that the Early Years Foundation Stage (EYFS) and National Curriculum can be delivered through a stimulating, exploratory and play-based learning environment.
- Encourages children to become independent, self-motivated and reflective learners who take ownership of their learning journey. Promotes curiosity, creativity and problem-solving, enabling children to develop confidence and resilience as learners.

As a Community Primary School, with 'family' values at the heart of everything we do, we are committed to creating a fully inclusive environment in which every child feels valued, supported and inspired to reach their full potential emotionally, socially and academically.

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Executive Headteacher: Vicky Sanderson Vicky.Sanderson@croftymat.org

Head of school: Helen Neil Helen.Neil@croftymat.org

SEND Governor: Rosanna Nisbet: contact via the school telephone number: 01326 572910

The levels of support and provision offered by Sithney School

Throughout their time at Sithney School pupils may receive different levels of support according to their educational needs. At Sithney, we endeavour to adapt to changes in need of individual pupils to ensure they progress in all aspects of their school life.

	Whole school approaches The universal offer to all children and young people.	Additional, targeted support and provision	Specialist, individualised support and provision
Listening to and responding to children and young people	The views and opinions of all students are valued. Pupils are listened to and feel valued within the school family. Pupils are respectful towards each other and are aware of the differing needs they may have. Pupil opinions can be heard through: Pupil questionnaires Assemblies Pupil Conferencing School Council Consultation (negotiation/explanation) – Part of the decision making process.	All SEND pupils' voices are listened to in the same way as other pupils. Small focused groups are set up to encourage discussion, build confidence and guide how to form and voice their own opinions or views. SEN questionnaires.	Documentation is presented clearly so pupils can access independently or are individually supported by adults, enabling them to voice opinion. Student's views are an integral part of Early Support meetings, SEN reviews/parent meetings, including Star Plan (APDR) meetings. The TIS (Trauma Informed Schools) approach for children 1:1 who may need individualised support.

	Staff use the TIS PACE approach to listen to pupils and respond to their needs.		Adults advocate for children who struggle to vocalise/verbalise their needs.
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	Whole school approaches The universal offer to all children and young people.	Additional, targeted support and provision	Specialist, individualised support and provision
Partnership with parents and carers	The School prides itself with an open door policy with all parents and carers. Teachers speak with parents regularly at the beginning and end of the day, as part of our open door policy. All parents are encouraged to attend parent/teacher consultation evenings. Annual reports are sent home at the end of the academic year. Parent questionnaires are used as a format to gauge parental views/opinions. These are responded to. Parents are consulted about changes to the routine/practice of the school. Parent/carers know exactly who to contact if they have any concerns. The website, enables parent/carers to	Parents are invited to attend meetings regarding their child's Assess, Plan, Do, Review and encouraged to contribute where appropriate. Where it is deemed external support will support a child, parents are consulted and permission for involvement is requested. Where there are external agency forms to be completed by parents, staff will support parents with completing them on request.	Teaching Assistants who provide individual support build close, working relationships with parents/carers. Parent/carers are supported in attending, and are actively involved in Early Support meetings and reviews and EHC Plan reviews. Parent/carer's views are an integral part of Early Support meetings and EHC Plan reviews. Documentation is presented in a format that is easy to access by parents. Parents are encouraged to support school trips where appropriate. Where appropriate, regular communication with parents and the teacher are provided via email, through Tapestry or a brief chat a

	understand more about what their child is learning through the documentation provided. Facebook page where school activities and experiences are shared. Weekly newsletter. School emailing of newsletters. Texting service. Google Classroom for pupils and parents.		the end of the day. Some pupils may have a home-school diary.
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	Whole school approaches. The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
The curriculum	The school follows the National Curriculum which is designed to ensure the inclusion of all students. All teachers are experienced in adapting lessons to ensure all pupils have access and are included. A range of activities are planned for, to interest and encourage all types of learners. Subject planning is created by the class teacher and monitored by the subject leaders.	Dough gym/disco (EYFS/KS1) Precision Teaching Nessy spelling Additional resources available for those with specific learning difficulties e.g. dyslexia. (reading rulers, dyslexic friendly dictionaries etc.) Visual timetables where needed. Interventions are analysed for impact and reports added to individual trackers/assessment systems.	Pupils access the curriculum at their own ability level – supported and adapted for the age range they are working in. 1:1 support is provided to enable access to curriculum. Additional resources are used to engage learners e.g. practical/visual to support understanding and alternative ways of recording are used as appropriate.

	Robust on-going assessment of pupil progress and attainment. Whole school approach to reading sessions and phonics/spelling sessions. (Read, Write, Inc. Big Cat Fluency at KS1, Whole class reading at KS2) Whole school behaviour and reward system. Displayed and used in each class, celebrating attitude to learning and successes. Dough gym/disco (EYFS/KS1) to develop fine motor skills/writing skills. TTRockstars 1 minute maths Accelerated Reader Outdoor Learning opportunities linked to the curriculum.	(WRI, priority reader etc.) Star Plans (APDR) documents.	Personalised work to promote life skills (crossing the road safely; hygiene; nutrition, money...) RWI interventions Short daily tasks as part of routine e.g. reading, spelling, handwriting, sentence work).
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	Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
Teaching and learning	Planning is differentiated and adapted for different year groups within each class to ensure progress at all ability levels and ages. Visual, concrete and abstract resources are available to support understanding within lessons.	Small intervention groups. Pupils requiring further support may need more input and explanation. Class teachers and teaching assistants share information and lesson plans to ensure that students with SEN have targeted support and	Personalised and highly differentiated work is provided enabling independent learning. 1:1 support is in place for pupils who need more intensive support.

	Use of Widgit to support and enable pupils with learning. Learning walls to support knowledge and understanding. Objectives are referred to within the lesson. Sticky Knowledge – recap learning each lesson: retrieval. Pupils are encouraged and supported to be responsible, independent learners. Assessments inform future planning. All staff use questioning skills to encourage pupils to think for themselves and to deepen their understanding. Oracy skills for discussion and thinking. Different groupings are identified for each class and adults support appropriately. Teaching assistants/class teachers work with small groups to: - ensure understanding - facilitate learning - foster independence - keep students on task. A whole school Marking Policy is adhered to and teachers provide feedback (written and verbal) to acknowledge achievements and identify next steps in learning. Live marking	provision. Independent pupil learning is supported by the use of technology, for example: - computers - i-pads - dictaphones Adults may scribe some work to enable pupil thoughts and ideas to flow/to support writing. Star Plans focus on specific targets.	Separate working spaces when required (within the classroom setting). Quiet area/room for pupils who require learning/sensory breaks. Sensory equipment used within and outside the classroom (Inside: fidget toy, chair band, wobble cushion etc. Outside: balls, climbing equipment...). Star Plans to set targets. External agencies contacted for support/advice, as and when required.
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	provides opportunity to address misconceptions and errors straight away. Morning lessons are comprised of English, Reading, Spelling and Maths. Alternative ways of recording are used. Pupils have opportunity to 'polish' their writing, responding to feedback. Robust on-going assessment of pupil progress and attainment. Visual Timetables. Dialogue, where possible, is pupil-led. Pupils add/build on each other's comments.		
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	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
	Use of oracy stem sentenced to support self-advocacy. Learning walls are regularly updated and changed to reflect the current work which enables pupils to use them and help them with their learning. Teachers plan for a variety of independent, paired and group tasks.	TAs help to facilitate independency through further explanation, more scaffolding and questioning. Use of computers and ipads. Use of Widgit for worksheets to aid reading and understanding.	Teaching assistants working 1:1 with pupils but 'step back' to providing opportunity to work independently. Teaching staff also promote the use of the self-help skills.

Self-help skills and independence	Classes have 'Learning Buddies' in KS2 to support and model good learning attitudes. Resources are easily accessible in each classroom for pupils to use as they need. Pupils are given responsibilities throughout the school – they carry these out independently. Children are expected to evaluate their own learning and respond to feedback through 'purple polishing'. Visual timetables in classrooms. Pupils have access to pencil grips, ear defenders etc. Pupils are expected to apply own sun cream, toilet independently etc. Younger pupils are guided with this, where required.		Visual timetable. Now and Next boards. Traffic light system to help pupils move from one activity to the next. Now and next cards to support pupils with expectations/routine. Traffic light system to help pupils move from one activity to the next Referrals to other agencies for support/advice, as and when required. Support with encouraging independent toileting and dressing – buttons, zips, washing hands etc.
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	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Health, wellbeing and emotional support	A safe and positive learning environment 2 hours of P.E. weekly After-school sports clubs Termly Outdoor Learning sessions for KS2	Socially speaking groups. Opportunity for 'Time Out'. Children take time in the class corridor/reading area to self-regulate.	Healthcare plans (multi-agency) Additional support for pupils can be requested from: - Educational Psychologist - SEN Service - Early Help Hub

	Weekly for EYFS and Y1 Mile of the Day. School Council/Eco-Council who advocate others' views. Crofty Parliament members. Excellent staff role-models. PSHE sessions in each class. Playmakers/Sports Leaders – playtime games organised by pupils. Access to play equipment (traverse wall; adventure course) Pupils know they can talk to staff about concerns or worries. Learning Buddies/Learning Ambassadors – peer support in the classroom A body of staff trained in first aid and other medical interventions e.g. epipen. TIS whole school approach – PACE. Specific Assemblies – RNLI for beach safety; NSPCC...	Sensory breaks School TIS Practitioners for 1:1 support sessions.	- Penhaligons Friends - School Nurse - SEN service - Parent Partnership Service - Speech and Language Therapy - Autism Team - Neurodevelopmental Pathway School TIS Practitioners for 1:1 support sessions
	Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and provision

	The universal offer to all children and young people		
Social interaction opportunities	All pupils have opportunities for social interaction, regardless of need. All pupils are invited on trips and visits. All pupils have access to visitors to school, appropriate to the age range being catered for. Wide range of extra-curricular activities. Combined school break times (whole school).	Socially speaking groups to aid children in understanding social interaction and situations.	Pupils are individually supported by TAs. TAs use social stories with individual students when pupils go on trips or routines are altered. Traffic light system used.

	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
The physical environment (accessibility, safety and positive learning environment).	All areas of the school are accessible to everyone including those pupils with SEND. Students feel safe and in an environment where there is zero tolerance to bullying and where issues are dealt with promptly and effectively. There is a named 'Designated Safeguarding Officer' (and deputy) and a named 'Child in Care' teacher. All areas of the school are uplifting, positive and support learning.	Fidget cushions to support children with sitting still. Objects to 'fiddle' with to support concentration when learning. Different height tables to ensure pupils are sat at the correct height.	Specialised equipment e.g. writing slope. Disabled toilet. Accessibility plan. Care plans.

	Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards and sanctions system is robust, displayed in each classroom and is used around the school. Well maintained playground and field. All staff and pupils take ownership of the environment. All pupils can access the on-site outdoor learning area. Staff are first aid trained. All classes carry out a Risk assessment of their class environment, trips etc.		
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	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Transition from year to year and	The Pre-school is part of the school and they access the same learning area, teachers and support staff as EYFS pupils.	Summer school opportunities are offered by the secondary school for pupils who would benefit in Y6.	Y6 pupils are offered extra transition sessions to ensure they become familiar with their secondary school surroundings/teachers etc.

setting to setting	All pupils in KS1 and KS2 have a transition mornings to their next class in the summer term. Teachers have handover sessions to discuss all children. Y6 pupils spend transition days at their secondary school. Staff are aware of vulnerable pupils. Some Y5 and Y6 pupils benefit from taster sessions run by the secondary school, after school. Y6 pupils are visited by secondary school staff, sometimes with Y7 pupils to discuss transition. The Y6 teacher meets with the Secondary School staff to discuss pupils needs and achievements. Pupils starting reception are invited to attend transition sessions in the term before they start, along with their parents. If children come from a different pre-school setting, the reception class teacher visits the children.	Y6 teacher provides the secondary school with information regarding the needs of SEN children transferring. Some secondary schools offer a mentoring system to support new pupils if they choose to partake.	Secondary and primary SENCos attend the Y6 annual review meeting. EYFS pupils are offered extra transition opportunities.
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Services and organisations that we are currently working with:

Service/organisation	What they do in brief	Contact details
Sithney School Governing Board	SEN Governor meets with the SENCo to discuss issues relating to SEN e.g. progress, resourcing...	Rosanna Nisbet – via the school
Specialist Speech and Language Therapist	Support speech development by providing support and advice to teaching staff and creating targets to work on. All Reception pupils are assessed at the beginning of the academic year.	Clair Roberts – Crofty MAT SALT
Educational Psychology Service	Provide advice and support for staff, assess pupils on request and meet annually with the SENDCo to discuss the children identified as having educational needs.	Emma Gardner
ASD team	To observe pupils and offer advice to support children	Rebecca Thomas
Education Welfare Service	Attendance	Katie Laity
School Nurse	To provide confidential advice and health information.	Helston Health Centre
Crofty SEND Lead	Supports schools in the Crofty MET	James Taylor
Early Help Hub	Triage referrals and inform relevant services of support the school requires	Various
Neurodevelopmental Pathway (NHS)	Consider referrals for ADHD, ASD...	

Answers to Frequently asked Questions

How does your school know if children need extra help?
Teachers are continually monitoring and assessing your child's progress – academically, physically, behaviourally and emotionally. Through this rigorous assessment process, teachers identify gaps in children's learning and plan for pupils to receive extra support in the classroom. This may be through adapted activities or additional adult support. Teachers talk regularly to parents and request their support in the home environment to try and overcome barriers to learning.
What should I do if I think my child may have special educational needs?
It is important that you communicate effectively with the school and discuss your concerns. Talk to your child's class teacher in the first instance, who will inform the SENCo of your concern and take appropriate action where necessary. This may be an observation in the first instance and ensuring resources are in place to support your child. An Assess, Plan, Do, Review document ((Star Plan) may then be created to support your child's learning in school. This will be regularly reviewed and discussed with the child and the parents each term. In some instances, the SENCo may request advice, with your permission, from other external agencies who may feel it appropriate to assess your child's needs.
Who is responsible for the progress and success of my child in school?
The Governors of the school are ultimately responsible for ensuring your children are making good progress. The Headteacher works with the staff to ensure pupil targets are being met and that children are being challenged appropriately. The Senior Leadership Team analyse data and monitor teaching and learning to ensure teachers are meeting the needs of the pupils.
How will the curriculum be matched to my child's needs?
The school works hard to provide a broad and balanced curriculum. In all subjects, planning is adapted to match the learning needs of the pupils, support and challenge being provided. We incorporate different styles of teaching and learning to accommodate all children and engage them in the learning.
How will school staff support my child?
At Sithney we strongly believe in promoting independence, and through our support we endeavour to build confidence in your child's learning. Support may be through adapted activities, working with a learning buddy, adult support or written step by step instructions so your child knows what to do. There are also intervention groups where children may receive additional support for spelling, handwriting or social skills,

for example. We also utilise IT by providing maths and English programs the children have access to. Pupils are aware that they can talk to any member of staff about anything.

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

Staff regularly talk with parents after school so there is opportunity for parents to request a meeting to discuss progress if they wish to, in line with our open-door policy. Where a teacher feels there is a concern, parents are asked to come in and discuss the issue. Advice on how to provide extra support at home is given. Pupils are given homework and we ask parents to ensure this is completed to a high standard. Children in Y6 receive extra booster sessions after school (Spring term) to develop understanding and confidence with SATs. In the past, where requests for how to help with, for example, phonics and reading have been made, we have set up meetings to support parents in understanding what we do in school and how they can help at home.

In the Autumn and Spring term there is a formal parent/teacher meeting to discuss your child's progress and attainment, and at the end of the academic year a written report is sent home and parents can also make an appointment to discuss the report.

What support will there be for my child's overall wellbeing?

Children's' well-being and emotional health is recognised at Sithney as being an important aspect of their academic progress. We endeavour to provide personalised learning journeys where children can succeed at their own ability level.

We celebrate every child's abilities, through the use of multi-intelligence badges which are awarded when we recognise a strength e.g. logical thinker, community involvement, musical talent, active star... All children are included in this reward system. Each week we hold an assembly where achievements from both inside and outside school are celebrated. Staff have also received Trauma Informed School training and use the PACE approach across the school with all pupils to support their wellbeing.

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

In school we have 3 members of staff and 1 school governor who have received tier 3 Safeguarding training and all staff have received tier 2 training. Staff follow procedures outlined in the safeguarding policy and the designated governor is responsible for ensuring statutory guidance is met. There are regular fire alarm checks and practise drills so pupils know what to do in an emergency, this includes invacuation as well as evacuation.

There are always members of staff who have undergone the 'First Aid in the Workplace' training and Paediatric First Aid Training. The school keeps a record of who has received the training and when they qualified, to ensure training is always current. Additional training for specific conditions, such as epilepsy or diabetes, is undertaken by the relevant staff working with the child/ren.

Sithney School carries out risk assessments for all school trips: these are monitored by the Senior Leadership team. Teachers are responsible for ensuring risk assessments are carried out and they follow the school trip 'planning procedure' to ensure all aspects of the school trip have been addressed. Water related trips and camps are approved by the County Outdoor Education team.

General School Risk Assessments are also carried out, for example play equipment, Breakfast and After School Clubs.

Annually, the school has a health and Safety audit – provided by either Crofty Education Trust or the County Council.

The school holds personal details of all children – this is kept in line with GDPR. This information contains contact details for parents/carers and the next of kin. Parents are asked to inform the school if there are any changes. This ensures parents/carers can be contacted at anytime of the school day, allowing us to notify them of changes to the school day e.g. school closure due to severe weather.

The front door is open during the day to allow access to the reception area but an inner 'locked door' prevents people from accessing the school. The gates to the playground are padlocked. At playtimes, 2 members of staff are on duty with the pupils. There is a high fence surrounding the school playground.

All staff have identity badges and visitors and governors are issued badges when in school as part of our safeguarding practice.

What SEN training have the staff at school had or are having?

The SEN Co-ordinator has been awarded The National Award for Special Educational Needs Co-ordination. Teachers and Teaching Assistants attend relevant courses to support the children they are working with. This information is then shared with the rest of the staff at staff meetings.

How accessible is the school environment?

The entire school is wheelchair accessible. See the Accessibility Plan

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

We take a whole school approach to providing the resources every child needs for their learning, regardless of their ability. Each of our three classes is supported by a Teaching Assistant in the morning, and for most afternoons. Extra interventions, led by experienced Teaching Assistants, are provided for small groups of pupils. Classroom resources are shared and additional resources are purchased where necessary to enhance the learning.

How is the decision made about what type and how much support my child will receive?
Decisions about the support each child receives are based on the school's in-depth knowledge of the child. Lengthy discussions between relevant staff members take place and the child's progress is monitored. The support may change as the needs of the child change. Staff listen to parent/carers views and advice from outside agencies.
What should I do if I feel that the School Offer is not being delivered or is not meeting my child's needs?
Parents/carers who believe their child's needs are not being met are asked to: - Meet with the class teacher to raise your concerns. - Talk with the SENCo to address the issue or concern. - Address the issue or concern with the Headteacher – appointments can be made. Where parents/carers feel the issue or concern has not been addressed, they are asked to contact the Chair of Governors. The school has a complaints policy which can be found on the school website.
How is your School Offer reviewed?
The School Offer will be formally reviewed by the Governing Body in consultation with the Senior Leadership Team, at least once every three years. However, the Senior Leadership Team will monitor the School Offer throughout the academic year and amend with appropriate changes, in consultation with the Governing Board.

Reviewed: September 2026