



Treverbyn Academy

Our Special Educational Needs and Disability Information Report and Offer (SEND Information Report)



September 2026 - 2027

Welcome to Treverbyn Academy's SEND Information Report. At Treverbyn Academy, we are very proud to be an exciting, happy, and bustling primary school that aims to develop each individual in a caring and nurturing way. We are committed to being an inclusive school, welcoming children with a wide range of needs and working closely with families to support and celebrate every child's unique journey.

We believe that every child deserves an education tailored to their individual needs, both inside and outside of the classroom. Our dedicated staff are trained to support children with Special Educational Needs and Disabilities (SEND) and continually access additional training in order to enhance their skills and better support our children. We strive to narrow the gap between SEND and non-SEND pupils by offering a range of provisions designed to help every child achieve their potential.

Our first priority is ensuring that quality first teaching is provided for all children and young people at Treverbyn Academy.

Additionally, we also deliver a variety of targeted provisions to ensure all children receive the support they need. These include:

- Short-term specific interventions designed to address particular areas of need.
- 1:1 support sessions tailored to individual goals.
- Home-school interventions to foster collaboration between families and the school.
- Other learning interventions developed on a case-by-case basis

We also work with external agencies whenever necessary to ensure the best possible outcomes for our pupils.

Every child at Treverbyn Academy has the opportunity to follow all subjects in the Primary Curriculum. Our approach to teaching is highly differentiated and scaffolded, enabling every child to access all areas of learning in the Early Years Foundation Stage and beyond. Our talented team of teachers and assistants is passionate about creating an environment where all children can thrive, coordinated by our SENCO Miss Warn.

This report provides an overview of how we support children with SEND at Treverbyn Academy and reflects our commitment to helping every child

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

Contact: holly.warn@treverbyn.org.uk 01726850503

Key Information:

The **Children and Families Act (2014)** requires schools to publish a **Special Educational Needs (SEN) Information Report** on their website. This report must include detailed and accessible information about how the school supports children with SEN and their families.

Below is a comprehensive list of what the report should include, based on the statutory requirements outlined in the **SEND Code of Practice (2015)**:

1. The kinds of SEN provided for

- A description of the types of special educational needs and disabilities (SEND) the school supports (e.g., learning difficulties, communication needs, physical or sensory needs).

2. Policies for identifying children with SEN and assessing their needs

- How the school identifies pupils with SEN.
- How children are assessed to determine their specific needs.
- The name and role of the Special Educational Needs Coordinator (SENCO).

3. Arrangements for consulting with parents and involving them

- How the school works with parents/carers to involve them in decision-making.
- How parents are kept informed about their child's progress.

4. Arrangements for consulting with and involving children

- How the school ensures that children with SEN are involved in decisions about their education and support.

5. Approach to teaching children with SEN

- How the school ensures that children with SEN are supported to access the curriculum.
- Differentiation strategies and additional support provided within and outside the classroom.

6. Support for improving emotional and social development

- Measures to support children's well-being, including pastoral care.
- Access to interventions and strategies to develop social and emotional skills.
- The school's approach to preventing bullying.

7. How the school adapts the curriculum and learning environment

- Adjustments made to the curriculum to meet the needs of children with SEN.
- Accessibility of the school environment (e.g., wheelchair access, sensory rooms, quiet spaces).

8. Training and expertise of staff

- Details of SEN-specific training undertaken by teachers and support staff.
- Ongoing professional development to meet the needs of pupils with SEN.

9. Evaluating the effectiveness of SEN provision

- How the school monitors and evaluates the impact of its SEN support.
- Methods for reviewing pupil progress and effectiveness of interventions.

10. Additional support available for pupils with SEN

- External agencies and partnerships (e.g. speech and language therapists).
- Multi-agency collaborations to support children's needs.

11. How children with SEN are enabled to engage in school activities

- How pupils with SEN are included in school activities alongside their peers.
- Adaptations or additional support for extracurricular activities and trips.

12. Arrangements for transition between phases of education

- Support for transitions into school, between classes, and to secondary school or further education.

13. Complaints procedures

- Steps parents/carers can take if they are unhappy with the school's SEN provision.
- Who to contact and how concerns are addressed.

14. Contact details for support

- Name and contact details of the SENCO.
- Contact details for SENDIASS (Special Educational Needs and Disability Information, Advice, and Support Service).

15. The school's contribution to the Local Offer

- How the school's SEN provision links to the wider Local Offer provided by the local authority.
- Information on accessing the Local Offer website.

The levels of support and provision offered by Treverbyn Academy

1. Listening to and responding to children and young people (arrangements for consulting pupils with SEN and involving them in their education)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The views and opinions of all students are valued. Student voice is represented in all aspects of school. Student voice is heard through: • School Council • Pupil Conferencing / Questioning • Questionnaires Children's achievements both in and out of school are celebrated and shared through assemblies, Tapestry, displays and social media. We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity. There are opportunities throughout the year for parents and their child to talk to the class teacher at parent consultation meetings. Children are encouraged to communicate through pupil voice.	Pupils with SEND are encouraged to be involved with any feedback and/or pupil conferencing groups. Pupils with SEND contribute their views and ideas to reviews e.g. termly Individual Provision Map (IPM) reviews. Additional provision is developed in light of student voice where appropriate.	For children who receive specialised and individual provision: - Targets are agreed termly to support and challenge pupils with SEND. - Pupils play a key role in setting learning targets through individual discussions with their class teacher. - Pupils are also involved in reviewing their progress towards these targets. This is recorded on the IPM (individual provision map). - New plans are agreed each term at pupil progress and IPM meetings.. Pupils' views are an integral part of TAC meetings and SEND reviews including Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) e.g. by completing an 'All About Me' profile. Support staff are available to advise and help children.

The levels of support and provision offered by Treverbyn Academy

2. Partnership with parents and carers (to include arrangements for consulting parents of pupils with SEN and involving them in their child's education)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school works in partnership with all parents and carers and we encourage contact for a telephone/face to face appointment to discuss any concerns with their child's teacher, in the first instance, at the earliest opportunity. Parent/carer meetings are held in the Autumn term. In the Summer term, there is a 'Meet the Teacher' session where information is provided with regards to the new academic year/class. Additional information sessions are held during the school year about the curriculum, supporting children's learning at home and extra-curricular activities e.g. school trips. School reports are shared during the Summer term and parents/carers are invited to comment on these/make appointments. Parents' views are gathered through 'Parent Voice' questionnaires and surveys. Newsletters, social media, the school website and text messages/emails keep parents and carers informed about key information. Information about learning topics, school trips and extra -curricular opportunities is provided by curriculum overviews and available on the school website class pages.	Parents have access to our link Family Support Worker/advisor who runs sessions here at Treverbyn Academy. The Head of school, class teachers and SENDCo are happy to arrange appointments to update parents and listen to parental concerns via a meeting. Pupil's IPM (Individual Provision Map) targets are agreed in conjunction with the parents and pupils termly to support and challenge pupils with SEND. Pupils are involved in setting and reviewing targets with their class teacher. IPM's are shared termly to parents to gather parental voice and feedback. Children who are eligible for Pupil Premium may receive targeted support, both within a small group and within the classroom if needed/appropriate. Parent/carers are supported in attending and are actively involved in all meetings where appropriate. All documentation is presented in a format that is accessible to individual parents' needs.	Parent/carer's views are an integral part of TAC meetings and SEND reviews. Parents/Carers may communicate with their child's teacher and/TA through the use of Tapestry where appropriate/agreed. Outside Agencies (such as the Early Help Hub, ASC Team, Speech and Language Therapy and SEN Support) are referred to by the SENDCo with parents support and involvement. Pupils with an EHCP complete an "All about Me" booklet and provide a written report, with support if necessary, which is included in the Annual Review. Some pupils with an EHCP are invited to participate in their reviews in person, write invitations to the review for others to attend and may help provide refreshments. Treverbyn Academy facilitates and hosts Early Support / Team Around the Family (TAF) / Team Around the Child (TAC) meetings for pupils and families.

The levels of support and provision offered by Treverbyn Academy

3. The curriculum (to include reference to the school's broad and balanced curriculum and details of how adaptations are made to the curriculum and learning environment for pupils with SEN)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Our children follow a broad and balanced curriculum that is well sequenced to ensure children's experiences build on prior learning. The curriculum is designed to ensure the inclusion of all pupils regardless of their ability and/or additional needs. All pupils have access to the curriculum, educational visits and extra-curricular and/or enrichment activities including swimming sessions at the local pool. All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress. Pupil progress is monitored termly including the use of Read Write Inc Phonics to assess reading and spelling. Fresh Start, White Rose Assessments and AR Reader also assess our pupils frequently. Additional assessments (e.g. dyslexia-based screening) are used to identify students who may need additional interventions. All pupils will be given the opportunity to participate in after school clubs.	When a group of children are identified as requiring additional support in specific areas, the impact of these is closely monitored by class teachers and subject leaders. Intervention support may be delivered in a small group by a teacher or TA. These interventions are closely linked with the curriculum and are delivered in such a way as to ensure pupils still access a broad and balanced curriculum offer. Current and recent interventions have included the following and more: • Sensory circuits daily • RWInc Interventions • Fresh Start Interventions • Music Nurture Therapy • Cornwall Mental Health in schools teams sessions • Numeracy intervention • Handwriting intervention • TIS/emotions-based group sessions • Baking/food groups	Treverbyn Academy responds to the individual learning needs of the children to ensure that the curriculum is accessible for all. For some pupils, this may mean 1:1 support, small group support, creating resources to enable the child to become a more independent learner or accessing a bespoke timetable to support their individual needs. 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. Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting needs, such as 1:1 weekly Music Therapy or time in the Sensory Room / The 'Bay' (our sensory based provision). Some children with specific needs may be assessed using Cherry Graden assessments or the Engagement Model, planned by their class teacher.

The levels of support and provision offered by Treverbyn Academy

4. Teaching and learning (Give details of the school's approach to the teaching and learning of children and young people with SEN)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
High quality teaching first is a priority throughout the school. Children have access to a wide range of resources to aid/support them becoming independent and resilient learners. Treverbyn Academy strives to develop a love of reading and this is woven into all aspects of the curriculum. High quality training is provided for all staff. Pupil progress is monitored and recorded in a range of ways, including: • Teacher assessment (formal and informal) • Classroom observations/learning walks • Book looks/scrutiny • Children's assessments Teacher feedback is specific and includes what has been done well and next steps to support further progress. Alternative ways of recording are used where appropriate. Learning experiences are scaffolded to meet individual pupil's needs. The progress of pupils is discussed termly at pupil progress meetings with class teachers Key Stage leaders, Lead teachers, head teachers and the SENDCo. Information that is gathered is used to identify gaps in learning, ensuring that all children make maximum progress.	Treverbyn Academy is constantly working to improve subject knowledge and to utilise expert help. Training by school staff and specialists in the last 3 years has included as an example: • Autism Teams in Schools training • RWI Phonics Training/English Hub • Use of effective questioning Maths Mastery There are weekly updates on SEND and safeguarding in all staff meetings. Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Class based staff work with small groups to: • Ensure understanding • Facilitate learning • Keep children on task Independent pupil learning is supported by the use of technology if appropriate e.g. Interactive whiteboards, iPads and Chrome books. Special examination arrangements are put in place for internal and external tests and examinations where appropriate (readers, scribes, additional time etc)	Personalised and highly differentiated work is provided enabling independent learning, including the use of a bespoke timetable and bespoke reward system for particular pupils. 1:1 support is provided for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, severe literacy difficulties/dyslexia etc. Where appropriate, advice and support is sought from external agencies, including: • Educational Psychologist (EP) • Autism Support Team • Aspire Inclusion Team • Cognition and Learning Team • Physiotherapists / Occupational Therapists • Speech and Language Therapists The teachers and TA's access training to help them support children. A multi-sensory approach is used whenever possible. Dyslexia-based Screening (IDL) is undertaken with consent of the parent/carers to highlight areas in which we can support. In some cases, pupils' learning is communicated and recorded using Tapestry to parents/carers.

The levels of support and provision offered by Treverbryn Academy

5. Self-help skills and independence

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All children are encouraged to become independent and resourceful learners who take pride in their work. Children are encouraged to access resources for learning, including: • Vocabulary/widgit support • Maths resources (cubes, counters, dienes) • Dictionaries/thesaurus • RWI sound mat/word mat Staff support children to develop their personal learning through PSHE and whole school themed assemblies. Residential visits/trips and school camps are included in our curriculum offer so that pupils are provided with opportunities to become increasingly independent in a safe environment. There are a wide range of clubs available including: Yoga, arts/crafts, Football, crochet, Engineering, Computing club. Some pupils may choose to participate in public events such as the Choir Events or Engineering / STEM Events. Children are taught throughout the school to take responsibility for entering class and putting away their items, taking care of possessions and keeping their classroom/workspace tidy. Children are given roles within the classroom and within school to encourage citizenship and independence.	Teachers and TAs ensure children are confident in the task/learning before beginning independent work. Children are taught strategies to develop independence if they find their work challenging. This may include adapted and/or scaffolded learning resources, the use of sound/word mats or visual supports. Some students have personalised equipment to help them to learn, such as overlays or writing slopes. Chrome books and iPads are available to support children who need alternative methods of recording. Daily Sensory circuits is provided to support some pupils by aiding concentration and focus and/or improving co-ordination (depending on need) Social Skills groups, e.g. Lego Therapy, can be used to target pupils with specific needs relating to social interactions and behaviours for learning (e.g. listening, turn taking, managing resources) Cornwall Mental Health in Schools Team (CMHST) provide independent strategies which can be utilized by the children themselves including mood diaries, worry lists and self-esteem activities.	Adults working with individual children encourage the students to be as independent as possible when working. Teachers and TAs use resources, questioning, visual supports, concrete, resources and verbal prompts to develop independent working skills. Pupil Voice (All about me and IPM targets) is used to capture what pupils' feel they need support with and adults support children to gain skills in these areas. Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teacher/teaching assistant is absent. Visual supports are used consistently to promote independence including a visual timetable, task management, now/next, traffic lights, spot timers, widget visuals and choosing boards so that pupils can actively participate in their day and gain independence in their routine.

The levels of support and provision offered by Treverbyn Academy

6. Health, wellbeing and emotional support (include details of the support provided for improving emotional mental and social development of pupils with SEN, this should include support arrangements for listening to the views of pupils and measures to prevent bullying)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All staff are responsible for the wellbeing, emotional physical and mental health needs of pupils. Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). Any emotional issues, disagreements, bullying are dealt with by staff immediately and reported to class teachers. Many of our pupils are screened using Boxall, which creates a programme of activities to support within the classroom. The PSHE curriculum delivers appropriate lessons and support on a variety of topics including valuing difference and growing/changing. Our Science Curriculum focuses on teaching health including hygiene, sleep and nutrition. Our DT food curriculum supports here also. Student issues are dealt with by trained staff, as they arise. A meet and greet system is in place for all pupils by key staff from their year groups. Themed assemblies are used to promote awareness of important issues. We work with an Educational Mental Health Practitioner as part of the Mental Health Support Team (MHST), who is able to deliver whole class sessions as needed.	Time limited and monitored groups address: • Self-esteem • Social skills and turn-taking • Understanding emotions Risk assessments using the Aspire model are carried out to support pupils and ensure that their health, well-being and emotions are supported in school. If a child is experiencing emotional challenges, a teacher or TA can support them. This may take the form of: • small group circle time or TIS activities. • Key staff check in with pupils regularly • Special jobs/roles • Restorative conversations Signposting to other avenues of support such as the Kooth app. Sensory Circuits / fine motor skills intervention to build physical skills and develop this area School nurse service is available via a referral to the Early Help Hub, with parental consent. Bereavement support is available to be referred to if appropriate or needed.	TAF/TACs, Early Support meetings and reviews are supported by a range of agencies. Children can be referred by the SENDCo for an assessment with an Educational Mental Health Practitioner (EMHP), who may then offer sessions to support. Additional support for students can be requested from: CAMHS, Social Care, Aspire Inclusion Team, Penhaligon's Friends, EP's. SALTs, Social Care and Young People Cornwall. Boxall assessments can be used to tailor provision to meet specific needs. Children may be referred to: The Wave Project. CLEAR and Dreadnought Counselling may take place in school. Play therapy may be used. Some students with specific medical conditions or complex needs may have individual health care plans (IHCPs) and individual risk assessments in accordance to allow safety and inclusion. Individual pupils may have Positive Behaviour Support Plans (PBSP) created to support them in school.

The levels of support and provision offered by Treverbryn Academy

7. Social Interaction opportunities (give details of how the school enables pupils with SEN to engage in the activities of the school, including physical activities, together with pupils who do not have SEN)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils have opportunities for social interaction, regardless of their needs. All children are offered/able to utilize our playground/social space throughout the day. Whole school events involving children and their families such as fundraising events, Christmas activities, Sports Day and FOTA events throughout the school year. All pupils have access to a range of after school clubs and are invited on trips and visits subject to necessary risk assessment Lots of opportunity for live sporting events including football fixtures and cross country.	Sports teams play in local tournaments against other schools. Trust wide events including Aspire Girls Football day allow interaction. Targeted learning groups focus on social skills and behaviour for learning e.g. Lego Therapy, food/baking groups and social skills role-playing intervention. Roles for older pupils *Year 5 and 6* including 'Kindness Crew' to support social interaction. Peer reading sessions implemented as part of our reading activities allowing interaction between classes. Peer / class mentoring sessions to allow for interaction socially between classes.	Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction. 1:1 / small group sessions can work on social interaction skills, an individual action plan will highlight areas of need in order to build confidence and appropriate skills in social situations A number of staff have had additional training to deliver social skills interventions such as Draw and Talk, Lego Therapy and Trauma Informed Schools support 1:1 / small group speech and Language Therapy (SALT) sessions to enhance children's communication skills allowing for more meaningful social interaction 1:1 / adult support to attend physical activities if needed and appropriate to promote inclusion

The levels of support and provision offered by Treverbryn Academy

8. The physical environment (accessibility, safety and positive learning environment- possible references to include, accessibility audit, reasonable adjustments, staff training eg for Moving and Handling)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All areas are accessible to everyone including students with SEND. There are wheelchair ramps to the building and the school has disabled toilet facilities including a lift/hoist. Pupils feel safe in an environment where bullying is minimal and dealt with effectively. Pupils know what to do if they feel they are being bullied. There are named roles: ‘Designated Safeguarding Lead’ (Maria Rundle) and deputies (Holly Warn, David Freckelton, Katie Sinclair, Debbie Kearton, Elaine Taylor, Andie Boutwood) and a named ‘Designated Teacher for Children in Care’ (Maria Rundle). All areas aim to provide an uplifting, positive and supportive learning environment. Teachers promote a positive learning environment and children strive to be successful in achieving our 4 pillars of learning ‘Collaboration, Compassion, Perseverance and Aspiration’ as celebrated in our weekly celebration assemblies/ The rewards system is robust and displayed around the school. Children earn whole-class ‘star jar’ rewards and are supported to reflect on behaviour choices with adults to support positive change. Children are recognised for consistent behaviour with praise post cards, phone calls home and text messages directly to parents. There are trained First Aiders on site at all times to deal with accidents when required.	Quiet areas are available including the Library and Sensory Rooms. The ‘Bay’ has been created and is used to provide intervention and support for emotional health and sensory needs. There are nurture lunch offers with class teachers and a lunchtime club running on specific days. Children can also attend lunch early for a quieter environment. Early drop-off/collection with meet and greet to support accessibility to school. Quiet spaces (The Cove, the library and the empty hall) are available for pupils to use with TA support in small group activities should they need time away from the mainstream classroom. Non-slip, non-breakable equipment is available in practical lessons. Risk assessments in place to assess safety. Manual Handling training for all staff. Adjustable chairs/ tables can be made available. There are named adults who are ‘team teach’ trained. Sensory Audits of some classrooms where required.	Dedicated resources are used to proactively support pupils’ needs and these are available for staff. Equipment which supports pupils to access mainstream classrooms such as: • Headphones • Chewelry • Fiddle toys / fidgets • Wobble stools / cushions Specialist equipment available for pupils enables disabled pupils to be independent. Some specialist equipment includes: • Wheelchairs • Adapted desks / workspaces • Walking frames • Hoists / lifts Classrooms/halls/corridors are made accessible for young people with sensory needs. Support from Occupational Therapy Teams to ensure any adaptations are risk assessed. Sensory room space available to pupils within both the KS1 and KS2 spaces. Wet room to be utilised for specific needs Ramps for specific use

The levels of support and provision offered by Treverbryn Academy

9. Transition from year to year and setting to setting (to include arrangements for supporting children and young people moving between classes, phases of education and in preparing for adulthood)

Whole school approaches (The Universal Offer to all children and young people) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school liaises closely with local settings to identify children with additional needs joining our Early Years. Reception staff visit children's previous settings to observe and ensure a smooth transition and a staggered start is in place for all Nursery and Reception pupils to support relationship building, teaching new routines and familiarisation with a new environment. Primary children visit local secondary schools regularly and secondary school staff visit our school to share information with Year 6 pupils ahead of transition to Year 7. Parents are informed in the Summer term about their child's next class. Transition events are available and accessible to all pupils across key stages/year groups and settings. Each class has designated transition sessions to spend time in their new class and parents are invited to meet their child's new class teacher for a welcome meeting. Teachers from the previous class meet and plan with the new class teacher at the end of the Summer term. If a child joins or moves school during the academic year, every effort is made to contact the new school to share school records and information promptly. Each new class has designated transition days to spend time in their new class. Additional transition visits are available as required	Pupils identified as possibly struggling with transition may have additional visits in small groups or on a 1:1 basis. New children and their parents are welcome to visit the school for a tour prior to joining. Additional tours/visits are allowed and welcomed. For children requiring additional support, photo transition booklets are shared with pupils moving from Reception through to Year 6 at the end of the Summer term, with photos of their new classroom, key adults and extra class information. Videos to support transition may be made for those children struggling with transition. Whole class sessions, with support from Cornwall Mental Health in Schools Team (CMHST), weekly in Summer Term for Year 2 and Year 6 (Decider Skills, focusing on transitioning across a key stage) Reception staff and the SENDCo visit children's previous early years settings to observe and get to know them	Dedicated resources are used to proactively support pupils' needs and these are available for staff. Equipment which supports pupils to access mainstream classrooms such as: • Headphones • Chewelry • Fiddle toys / fidgets • Wobble stools / cushions Specialist equipment available for pupils enables disabled pupils to be independent. Some specialist equipment includes: • Wheelchairs • Adapted desks / workspaces • Walking frames • Hoists / lifts Classrooms/halls/corridors are made accessible for young people with sensory needs. Support from Occupational Therapy Teams to ensure any adaptations are risk assessed. Sensory room space available to pupils within both the KS1 and KS2 spaces. Wet room to be utilised for specific needs Ramps for specific use

