



BISHOP CORNISH CHURCH OF ENGLAND V.A. PRIMARY SCHOOL

Lynher Drive Saltash Cornwall PL12 4PA

Head Teacher: Mrs Tracey Fletcher

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www.bishop-cornish.cornwall.sch.uk



SEND Information Report	
Reviewed	September 2025
Reported to Governors	September 2026

SEND Information Report 2023

At Bishop Cornish, we strive to support all children to achieve their potential. In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is a vital factor; however, for some children, there are occasions when further assessments and additional support may be needed that is different from that normally available to pupils of the same age.

There are four broad areas of need for children with SEND:

- Interaction and communication needs
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

The Special Educational Needs and Disability Co-ordinators is:
Emma Nile

The Governors and staff at Bishop Cornish have regard to the Special Educational Needs and Disability Code of Practice (2014, updated 2015) and accept the responsibilities upon them by the Educational Act and the Equalities Act (2010).

Who is responsible for pupils with SEND?

Class teachers maintain overall responsibility and accountability for the progress and development of all pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

The Special Educational Needs & Disabilities Coordinator (SENDCo) has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo will work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

How does the school know if children need extra help?

We know if pupils need help if:

- Concerns are raised by parents/carers and teachers of the child
- Limited progress is being made, identified by observation and assessment

- There is change in the pupil's behaviour or emotional wellbeing
- Outside agencies may raise a concern about a child or highlight a specific need

Following an initial identification, the class teacher will place the child On Alert with baseline assessments. The child will be closely monitored and reviewed. Further discussions will then be held with the SENDCo and parents (where necessary).

How does the school support children with additional needs?

At Bishop Cornish we strive to deliver an inclusive, creative and inspiring curriculum with high quality teaching to motivate all children.

Children are supported through:

- High quality class teaching
- Learning opportunities, differentiated to meet children's needs
- Support with management and understanding of behavioural needs
- Support with health needs and/or disabilities
- Whole school curriculum adaptation to support inclusion
- Specialist teaching (group or individual as appropriate)
- Consideration always being given to how children learn best
- Collaborative working with outside agencies as required
- Signposting to support agencies for families

How are school staff trained and supported to work with children with SEND?

The school SENDCo has completed the National Award for Special Educational Needs coordination.

We identify training needs and call on the services of specialist providers in-line with our school development plan and as needs arise.

Bishop Cornish is a Trauma Informed School (TISUK). We have one THRIVE trained practitioner and two TIS trained practitioners. All staff have received training and adhere to the principles of THRIVE/ TIS principles when they interact with all children. This supports the well-being and emotional development of all children.

How are pupils with SEND assessed and reviewed?

As a school, we formally track and analyse children's progress in learning against age-related expectations on a termly basis. However, the class teacher will continuously assess children and note areas where they are improving and areas needing further support. Pupil Progress meetings are held on a termly basis with the class teacher and a member of the Senior Leadership Team, including the SENDCo. Children who are not making expected progress are highlighted and a plan is created. This may require a child to be put On Alert, where the child will be closely monitored by the class teacher and interventions may be put in place. If progress is not made, the child may require an individual Support Plan and be put on the



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register of need. Individual plans and targets are tracked using the graduated response approach (Assess, Plan, Do, Review). SENDCo has termly SEND review meetings with all class teachers.

How will the school support children with SEND during transitions to new classes or to a new school?

Moving to a new class or changing schools, can be very daunting for children and their families. We aim to make this process as smooth as possible.

Transition booklets can be used to support children between year groups and new schools, including key information and photos. Extra transition sessions and meeting teachers can be arranged for both pupils and parents. SEND children all have an individual Pupil Profile in order to share key information.

Teachers liaise with parents and carers, sharing information and preparing the pupil in advance of the move.

Teachers and the SENDCo pay particular attention to preparing pupils with SEND for transfer to secondary school. Information is shared from primary SENDCo and secondary SENDCos prior to transfer and extra meetings/visits can be arranged as appropriate.

How does the school ensure that children with SEND are included in all activities at school?

We have a wide range of extra-curricular activities and off-site visits which happen throughout the year. These are available to every pupil, including those with SEND. Risk assessments are carried out and support will be put in place to enable all children to participate.

There may be rare occasions where, despite the school's best efforts and all reasonable adjustments made, a planned activity is not suitable for participation for a SEND child. In such circumstances, the school will work closely with the parents in an effort to agree a way forward. An example of this may be a residential activity where children with specific disabilities attend on a daily basis, rather than staying overnight.

What shall I do if I think my child may have SEN?

The class teacher is the initial point of contact for responding to parental concerns. If your concern can not be resolved at this point, we can refer you on to the SENDCo or a member of SLT. Our preference is always to work in partnership with parents and carers and most issues can be resolved this way.

If you feel your concern is not being resolved and you wish to make a complaint, please follow the school's complaints procedure. A copy can be located on the school website or can be requested from the school office.

How does the school involve pupils and parents/carers in meeting SEND?

As a school, we value pupil voice and listen to all children. We have school council meetings to actively seek the views of all our children.

Children identified as needing SEN support, EHCPs or Early Support Meetings, will have termly/ half termly Assess, Plan, Do, Review meetings. As part of these processes, we obtain the children's views through the completion of an 'All About Me' task which is completed with a trusted adult. Pupils are also invited to meeting if appropriate.

All parents/carers have access to:

- Occasional 'learning together' sessions where parents are invited in to work with their children
- Weekly newsletters
- Class Dojo with daily updates
- Annual school reports
- End of year summary report and video of their child's experiences of the year.

How accessible is the school environment for children with SEND?

We are fully committed to ensuring that the school is accessible to all children and we will always be happy to discuss individual requirements where necessary.

Bishop Cornish is mostly accessible for wheelchairs. There is a disabled toilet. The school is fenced around the perimeter and has locked gates.

Please see our Accessibility Plan for further information.

What is a 'local offer'?

A local offer was first introduced in the Green Paper in March 2011. It identifies services available to support disabled children, children with SEN and their families.

<https://www.supportincornwall.org.uk/localoffer>

Who do I contact if I feel the school is not meeting my child's needs?

Contact the Headteacher, Tracey Fletcher and /or the SEND Governor, Alice Ashburn.

We hope this information has answered any queries you may have, but do not hesitate to contact the school should you have further questions.

Telephone number: 01752 845463

Email address: secretary@bishop-cornish.cornwall.sch.uk



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Services and organisations used by Bishop Cornish School.

<u>Service</u>	<u>What do they do?</u>
Autism Team	Support for families and children with a diagnosis of ASD
CAMHS	Child and Adolescent Mental Health Service. Diagnosis for ADHD, ASD and support for SEMH
Cognition & Learning Team	Support for schools in identifying and supporting specific learning difficulties including dyslexia
Early Help Hub	Coordinates support services for young people (0-25)
Educational Psychologist	Identification of needs
Family Support Workers	Support for families in the home
Local Authority SEND Team	Support with referrals for EHCPs
Multi Agency Referral Unit (MARU)	Referrals and advice regarding social care
Occupational Therapist	Support for children with sensory needs
Physical Disability Team	Support for schools for children with physical needs in accessing the school environment
Penhaligon's Friends	Supporting bereaved children and families
School Nurse	Support with medical needs such as sleep issues or incontinence
SENDIASS	Support for parents with all aspects of SEND
Speech & Language Therapist (SALT)	Support for children and schools for children with speech and language difficulties
Teacher of the Deaf (ToD)	Support for schools and families and to support children with individual plans

Appendix One – SEN Abbreviations

ADD - Attention Deficit Disorder
ADHD – Attention Deficit & Hyperactivity Disorder
ASD – Autistic Spectrum Disorder
BESD – Behavioural, Emotional & Social Difficulties
CAF – Common Assessment Framework
CAMHS – Child & Adolescent Mental Health Service
COP – Code of Practice
CP – Child Protection
DCD – Development Coordination Disorder
EAL - English as an Additional Language
EP - Educational Psychologist
FSM - Free School Meals
HI - Hearing Impairment
IEP - Individual Educational Plan
ISR - In School Review
KS - Key Stage
LAC - Looked After Child
LEA - Local Educational Authority
MLD - Mild Learning Difficulties
NC - National Curriculum
OT - Occupational Therapist
PSP - Pastoral Support Programme
SaLT - Speech & Language Therapy
SEN - Special Educational Needs
SEND - Special Educational Needs & Disability
SENCO - Special Educational Needs Co-ordinator
SpLD - Specific Learning Difficulty
VI - Visual Impairment