The Aspire Academy Trust

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Tregolls 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 and includes an Area Resource Base. Staff at Tregolls 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 Tregolls 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 by our talented team of teachers and their assistants.

SEND Policy link	Equality and Diversity Policy link	Link to access plan
SEND Policy update Oct 25 - ratified 15.10.25.pdf	Equality and Diversity Policy Jul 2025 - ratified 15.7.25.pdf	Tregolls Accessibility Plan 2026 2027 .docx

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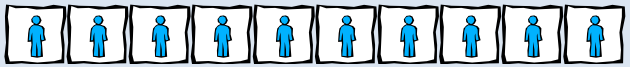
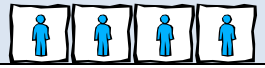
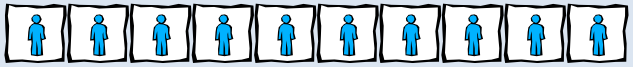
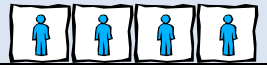
The levels of support and provision offered by the Aspire Academy Trust

Covid – 19 Response SEND

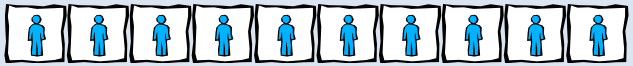
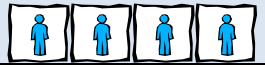
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support, and provision 
Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning. SEND provision overview and SEF/Audit Comprehensive Trust wide training sessions for all staff and SENDCos – for example adaptive teaching or differentiation, social stories, transitions – return to school and from setting to setting, Trauma Informed Schools – advice and guidance to support staff, children, and communities. Ensure parental/family engagement Whole class assessments to ascertain emotional wellbeing and embed whole school response strategies such as through boxall profiling. Whole school approaches to embed new school routines.	Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning. Review of Individual provision maps (IPMS for all pupils on the record of need. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target, and respond to presenting needs now. Review intervention programmes Multiagency collaboration and referrals – risk assessments/ positive behaviour support plans in place Individual boxall assessments to ascertain emotional wellbeing and plan support accordingly. Visual supports and social stories to communicate whole school new routines.	Review EHCP provision / outcomes are accurate, and any adjustments addressed through formal processes with the Local Authority EHCP risk assessments, when required e.g. offsite provision. Educational Psychologist planning, and support when required, particularly targeted at staff CPD. Multiagency collaboration and referrals – risk assessments in place Individual boxall Assessments to ascertain emotional wellbeing and plan support accordingly. Visual supports and social stories to communicate whole school new

		routines.

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

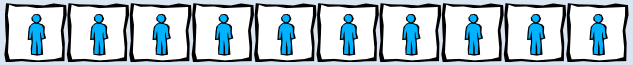
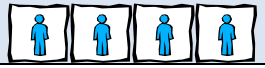
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support, and provision 
• The views and opinions of all students are valued. • Student voice is represented in all aspects of school. • Student voice is heard through: - Questionnaires - Pupil parliament - Pupil Conferencing	• Students with SEND are included in all pupil conferencing. • Additional provision is developed in light of student voice where appropriate.	• Individual support is responsive to the views of the student. • Student's views are an integral part of TAC meetings and SEND reviews. • Students are supported in target setting including pupils who are the youngest members of the school and/or those who are non verbal/ have emerging words.

2.Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support, and provision 
• The school works in partnership with all parents and carers. • Where possible we have an open-door policy. • The parents/carers are invited to attend parent/carer consultation evenings. • Parent/carers know exactly who to contact if they have any concerns. All email communication via hello@tregolls.org.uk and this then triaged to the staff requested. • The school website, enables parent/carers to understand more about what their young children are learning.	• Families are invited to attend extra-curricular activities where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy, and numeracy skills, independent homework. • Websites are available to support parents with homework. • Parents are able to contact school re concerns at any time. All email communication via hello@tregolls.org.uk and this then triaged to the staff requested. Parent cafes are held in school linked to	• Parent/carers are supported in attending, and are actively involved in all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Advocacy is available to ensure the above, including through referrals with the early help hub or signposting to parent carer Cornwall or SENDIASS. • All documentation can be presented in a format that is accessible to individual parents.

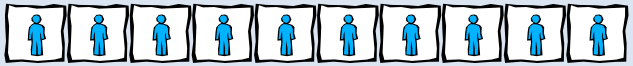
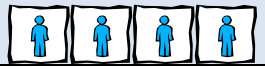
	other external services such as early help hub, school nurse, autism in schools team.	• Parents are invited to join in with school activities where appropriate. • Parents are encouraged to engage in one-to-one reading and activities.

3.The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • All students are able to boost their independent learning and literacy skills through application throughout the curriculum. • Assessments (including dyslexia Screening using programmes such as IDL) are used	• Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: - literacy- reading, comprehension, spelling - handwriting	• Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects but we plan for all children to access the entire curriculum at all times.

to identify students who need specific interventions.	- numeracy - speech and language - keyboard skills - motor and co-ordination skills (fun fit) - social skills - phonological awareness - emotional literacy/ TIS groups.	• Students allocated a place in the ARB are integrated with their mainstream peers when appropriate to their individual learning needs.

4. Teaching and learning

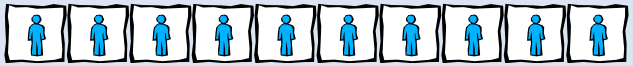
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where adaptive teaching and outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Pupils are assessed to ensure learning is matched to their	• Class based staff share information to ensure that students with SEND have targeted support and provision. • Class based staff work with small groups to: - ensure understanding - facilitate learning - foster independence - keep students on task. - Extend their learning further.	• Personalised and highly adapted work is provided enabling independent learning. • Some one-to-one support is in place for students who need more intensive support, e.g., for those with physical disabilities, sensory difficulties, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Advice from external agencies

individual entry point. • Preferred learning styles/ interests are used wherever possible. • Learning Objectives are displayed and shared with all pupils. • Success Criteria are shared. • Students' work is regularly marked and appropriate feedback is given following the schools marking and feedback policy. • Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used. • Structured school and classroom routines including warning of change where possible, use of rigorous routines (e.g., traffic lights, use of behaviour horizon in class, team stop). • Adapted curriculum delivery e.g., simplified language. • Increased visual aids/modelling /Visual timetables	• Independent student learning is supported by the use of technology. • Special support arrangements are put in place for internal and external tests (readers, scribes, etc). • Additional support for literacy and/or numeracy may take different forms including additional adult support, use of technology, use of precision teaching. • Multi-sensory letter work & spelling programmes such as use of IDL. • Group use of ICT programmes e.g. Small group RWInc phonics in KS2 or comprehension in KS2 • Word mats • Small group working memory Intervention • Small group phonological awareness intervention	special schools requested and provision adapted accordingly. • Individual Speech therapy Care Plan goals set by Speech Therapist. • Individual visual timetables / schedule • Augmented Communication devices /programs/boards • Access to Individual workstation • Individual transition programme including Individual Communication Passports • Social stories • Outside agency advice on Individual risk assessments • Personalised learning and timetables are in place to support those who need it. • Pre-teaching of class learning Reinforcement practice of class learning • Use of individual ICT programs

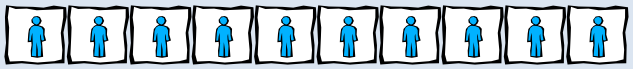
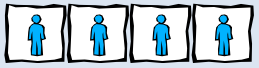
• Repetition/clarification of instructions • Opportunities to work with younger/older pupils • Show and tell' / speaking opportunities. • Levelled communication vocabulary on display in all classrooms. • Carefully planned curriculum including educational visits • All pupils given the opportunity to achieve. • Adapted tasks and delivery e.g., simplified language, slower lesson pace, supportive sheet for recording/ scaffolding in all lessons available. • Repetition/clarification of instructions. • Additional processing time • Scaffolding e.g., writing frames • Differentiated output or outcome e.g., use of ICT, fewer sentences.		targeting learning • Individual access arrangements including for SATs (e.g., additional time; scribe; reader; transcribe) • Task board • Coloured overlays • Alternative methods of recording e.g., Talk to Text on Laptop; use of scribe; word processing.

• Ensuring age-appropriate content in reading material available using AI to assist with adapting texts and work sheets. • Weekly spelling lists /Read Write Inc. (Phonics) in KS1 • Visual writing aids e.g., Use of story boards, story maps • Use of highlighting, visual thinking, and mnemonics to support working memory and processing. • Key vocabulary displayed e.g., Literacy Working Wall or Numeracy Working Wall • Exemplars on display in all classrooms to show next steps • Access to 'concrete' maths equipment in all year groups.		

5. Self-help skills and independence

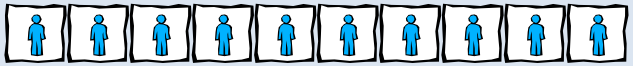
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Technology is available to aid Independence. • Resources are available in all class-rooms which promote independence • Students have access to : - visual timetables - resources to support learning	• Where teaching assistants are in the classroom they facilitate independence. • Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers.	• Teaching assistants working one-to-one with students to 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. • 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. • Personalised task boards and resources are in place to support independence.

6. Health, wellbeing, and emotional support

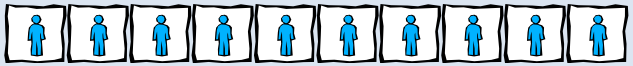
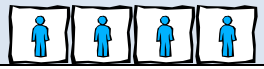
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• PSHE lessons include all students (Jigsaw PSHE curriculum) • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Counselling support services can be accessed where appropriate through a education mental health practitioner. • Student issues are dealt with by trained staff, as they arise. • School nurse service is available through parental or school referral. • A whole school 'Trauma Informed	• Time limited and monitored groups address: - self-esteem - social skills - friendship building skills - confidence • Small group social development Intervention. • Alternative lunch-time provision • Socially Speaking • Use of buddy system • Lunch club to support social skills/ eating skills in a calm space. • Group TIS:UK sessions	• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Boxall profiling or Trauma Informed Schools:UK is used to tailor provision to need • Additional support for students can be requested from • CAMHS • Social Care • Dreadnought • Aspire Trust School (through hub SENCO) • Penhaligon's Friends • Students with specific medical conditions have individual health care plans.

Schools:UK' 'approach is modelled by all members of staff • Calm zone/ areas identified and developed in each classroom. • Structured school and classroom routines • Positive reward system • Pupil parliament • Teaching listening through circle time games • Use of puzzles and games • Involvement in after school clubs • Individual job and responsibility • Variety of teaching styles used to suit pupils • Visual timetables • Use of first-hand experiences to inspire learning		• 1:1 TIS:UK sessions • Specialist external provisions are used, such as Rustikated, Plymouth Argyle, DT coaching for pupils on an exceptional package of support. • Sensory room is available for pupils identified to benefit from this, typically those placed with the area resource base. • A movement room with soft play equipment is in use for targeted pupils across the school. • Individual reward/sanction systems • Playtime monitoring/additional adult support. • 1:1 Emotion Development Intervention • Access to Individual seating such as a wobble stool or workstation • Access to Time out/calm space • Additional transition arrangements organised with receiving school. • Individual risk assessments • Planned use of physical positive handling (PRICE) • Risk assessments carried out and/ or positive behaviour support plans. • Toileting/ intimate care plans.

7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All students have opportunities for social interaction, regardless of need. • All students are invited on trips and visits, subject and support is planned accordingly (class teachers liaise directly with parents/ carers/ discuss with SENDCO in advance where advice is needed). • Tregolls Academy has a wide selection of clubs including sports and non-sporting clubs.	• Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held within the community. • More able children are encouraged to take part in multi-school sessions at the local secondary schools. • Speech and Language small group intervention • Role allocation during small group work	• Students are individually supported by TA's to enable their attendance at after school clubs or events when appropriate. • Lunch club supports unstructured social times for those who need more structure. • Group TiS sessions focus on social skills.

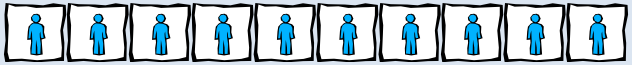
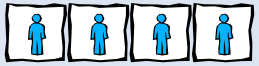
8. The physical environment (accessibility, safety, and positive learning environment).

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support, and provision 
• All areas of the school are accessible to everyone including those students with SEND. • All facilities have wheelchair accessible classes. • Students feel safe and, in an environment, where bullying is acknowledged and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher and deputy safeguarding leads who have delegated responsibility. • All areas of the school endeavours to be an uplifting, positive and supportive learning environment. • Teachers focus on rewarding good	• Non-slip, non-breakable equipment available in practical lessons e.g., cooking. • Adapted toilets available. • Some toilets adapted by height. • Different sized chairs/ tables can be made available. • Many staff have been trained in positive handling techniques – 'PRICE' training. • Fine Motor skills programme • Gross Motor skills programme • Additional adult support in PE/ games • Differentiated PE resources e.g., spider balls, balloon balls etc, size of ball used with key children.	• Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • A sensory room is available for children to access regularly within the ARB. • A movement room with soft play equipment is availability for targeted pupils across the whole school. • Sensory Care Plan set by Occupational Therapist • Individual Sensory 'diet'as advised by occupational therapists. Basic sensory profiling completed in school. • Provision of specialist equipment –

behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. • Flexible seating arrangements • Multi-sensory equipment • Accessibility to all areas of school • Access to calm space	• Fun Fit Program • Stress/ 'fiddle' sensory aids • Ear defenders	ICT, sloping board, grips, sticky mats, special cushion, chair bands etc • Individual handwriting/fine motor skills work • TA support/monitoring at lunchtimes • Individual manual handling plan • Access to enlarged resources Awareness of fatigue • Alternative methods of recording e.g., Talk to Text on Laptop; use of scribe; word processing • Physiotherapy exercises for specific children as advised by physiotherapist/ occupational therapists. • Accessibility to all areas of school • Access to calm space • Oral sensory aids • Ear defenders • Stress/ 'fiddle' sensory aids

		• Other sensory aids (e.g., weighted blanket)

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support, and provision 
• There are links with feeder Nursery schools. Teachers and SENDCo identify students who may need extra support at transition. • Primary children visit local secondary schools regularly. • Nursery/secondary staff visit school to support transition. • Transition events are available and accessible to all pupils across key stages/year groups and settings. • Regular sessions throughout the year for year six pupils within their feeder secondary school.	• Students identified as possibly struggling with transition have additional visits in small groups. • Incidental links are made between staff prior to children transitioning to their class.	• The SENDCo attends SEN EHC reviews. • 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. (* NB-late timing of placement decision can impact transition package/ arrangements). • Personalised transition booklets provided- usually by receiving school).

• Teacher and TA one page profiles.		• All About Me of key staff members and staff profiles emailed to families.

1. **<u>Pupil progress / class development meetings</u>**

Pupil progress is monitored, at least termly, through the collection of data and termly progress meetings. During these meetings, the SENDCo, class teacher and Senior Leadership Team will look closely at the progress that has been made. Provision will be adapted as a result of the meeting. Progress will also be monitored through the pupil's IPM targets. After each cycle, the plan will be reviewed and progress towards each target will be monitored. New targets will be set according to the progress made and provision adapted accordingly. Targets are discussed with the pupil in school and parent in various ways e.g. parent meetings, phone calls, emails.

2. **<u>How we know how good our SEN provision is</u>**

Rigorous monitoring of the SEN provision is in place. This is a triangulation of information involving the pupil data; book looks and learning walks; and discussions with parents, pupils, and staff. When this information is collated together, we can see the impact that provision is having for the pupils.

3. **<u>If you wish to complain</u>**

In the first instance, the class teacher is the best person to speak to. Following this, the SENDCo, then the Head of School are the next points of contact. If you would like support from outside of the school, SENDIASS are able to offer impartial information, advice, and support. They can be found at: https://www.cornwallsendiass.org.uk/

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 Tregolls 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 discussed and reviewed by staff. Children's progress and behaviour are monitored through weekly 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 of School. 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. 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 Tregolls 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 adapted 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, individual speech therapy support, TIS support or other external support.

5. How will I know how my child is doing and how will you help me to support my child's learning?
Tregolls 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 every term, and in the Summer term annual reports are sent home to parents, after which parents have the opportunity to attend an open event where they can see their child's learning or may request an additional consultation with their child's class teacher if they wish. We also hold many informal sessions throughout the year where parents can come to drop-in sessions to work alongside their child. All 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 of School 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. As a school, we are all trained with a basic understanding of Trauma Informed School – a program which underpins the school ethos and supports pupils with their emotional health and well-being. We have a designated TIS practitioner who works closely with identified groups and individuals to give further targeted support.

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

At Tregolls 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.
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 Tregolls 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 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 education, health and care plan. In addition to this, these children may also have access to resources and support from external professionals. In-school resources and support are detailed in Individual Educational Plans (IPM's). 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 using feedback from a range of sources alongside recent training and CPD.