



Lanivet Community Primary School

SEND Information Report 2026-27

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Dedicated time weekly: 1.5 days

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The approach to teaching children with SEND

At Lanivet Primary School, all teachers are responsible for the progress and achievement of every pupil in their class, including those with SEND. High-quality adaptive teaching is the foundation of our SEND provision and is the first response to meeting individual needs.

We maintain high aspirations for all learners and ensure that pupils with SEND are fully included in all aspects of school life. Teachers carefully adapt teaching, learning environments and resources to ensure pupils can access the curriculum alongside their peers and achieve well from their individual starting points.

Quality First Teaching remains our primary strategy, recognising that approaches that benefit pupils with SEND often enhance learning for all pupils. Teachers use a range of evidence-informed strategies, including:

- Explicit instruction and modelling
- Scaffolding and adaptive teaching approaches
- Practical and experiential learning opportunities
- Collaborative learning
- The effective use of technology
- Visual supports and structured routines
- Opportunities to develop independence and self-regulation

Where pupils require additional support to achieve their outcomes, targeted interventions are implemented alongside classroom provision. These interventions are carefully matched to identified need and are reviewed regularly to ensure they have a positive impact on pupil progress and wellbeing.

Teaching assistants play a valuable role in supporting pupils' learning. Their deployment is planned strategically to promote independence, access to learning and successful participation within the classroom.

Staff regularly monitor pupils' attainment, progress and engagement. Where concerns arise, teachers work collaboratively with parents, the SENDCO and senior leaders to identify barriers to learning and determine appropriate next steps. Support is provided through a graduated approach in accordance with the SEND Code of Practice (2015), ensuring provision remains responsive to individual need.

Our graduated response for learners

Lanivet Primary School adopts a cyclical graduated approach through ILPs to ensure support is responsive, targeted and effective.

This includes:

- Regular monitoring of teaching quality and curriculum access.
- Identification of pupils requiring additional support to address emerging barriers to learning.
- Careful assessment of need through observations, assessment information, pupil voice and parental consultation.
- Implementation of an Individual Learning Plan (ILP).
- Implementation of evidence-informed interventions and adaptive strategies.
- Termly evaluation of provision and outcomes.
- Referral to external professionals when specialist advice is required.
- Consideration of an Education, Health and Care Needs Assessment where a pupil's needs cannot be met through ordinarily available provision.

Pupils identified as requiring SEND Support, or who have an Education, Health and Care Plan (EHCP), are included on the school's Record of Need. Their provision, progress and outcomes are reviewed termly in collaboration with pupils, families and relevant professionals.

Identifying children with SEND

Early identification is central to our approach to SEND provision. We recognise that identifying needs promptly enables effective support and helps prevent gaps in learning from widening over time.

Information gathered from previous educational settings, parents, assessments, observations and external professionals informs our understanding of individual need.

Baseline assessments on entry to Reception provide valuable information regarding children's strengths, development and areas requiring support.

Pupil progress is rigorously monitored throughout the academic year through ongoing formative assessment, standardised assessments and termly pupil progress discussions involving class teachers, the SENDCO and Headteacher.

When concerns are identified, a collaborative process involving parents, school staff and, where appropriate, the pupil themselves, is initiated to determine appropriate support and intervention.

Evaluating the effectiveness of SEND provision

The effectiveness of SEND provision is reviewed regularly through a range of monitoring and evaluation processes.

Termly pupil progress meetings between class teachers and senior leaders provide opportunities to evaluate the progress, attainment and wider development of all pupils, including those with SEND. These discussions support the identification of effective practice and ensure provision remains appropriately targeted.

The SENDCO works closely with teachers, teaching assistants and senior leaders to monitor the quality of provision and its impact through:

- Progress and attainment data analysis
- Learning walks and classroom observations
- Work scrutiny
- Pupil voice activities
- Parent feedback
- Provision mapping reviews
- ILP meetings

This ongoing evaluation enables leaders to identify strengths, address emerging needs and ensure that resources are deployed effectively to maximise pupil outcomes.

We take a holistic approach to development and wellbeing, recognising the importance of supporting pupils socially, emotionally and academically. Arrangements for safeguarding, pastoral support and anti-bullying are integral to our inclusive culture and contribute to pupils feeling safe, valued and ready to learn.

Consulting parents of children with SEND

We value the expertise and insights of parents and carers and view them as key partners in their child's education.

Strong relationships between home and school are central to successful SEND provision. Parents are encouraged to participate fully in planning, reviewing and evaluating support through regular communication, termly review meetings and ongoing dialogue with school staff.

Parent Cafés are offered throughout the academic year to strengthen parental engagement and develop families' understanding of SEND needs and provision. By working in partnership with parents, the school aims to ensure a consistent approach between home and school, enabling pupils to achieve their full potential academically, socially and emotionally.

For pupils receiving SEND Support, individual targets are shared and reviewed through ILP meetings and parent progress meetings. This ensures everyone involved has a clear understanding of the intended outcomes and strategies being used to support progress.

Consulting pupils with SEND and involving them in their education

Pupil voice is a fundamental aspect of our graduated approach.

Where appropriate, pupils are encouraged to contribute to discussions about their strengths, interests, aspirations and areas where they may require additional support. Their views inform individual targets, provision planning and review meetings.

By involving pupils in decision-making, we support the development of independence, self-advocacy, resilience and ownership of learning. This ensures that support remains person-centred and reflects what matters most to the child.

The graduated approach

At Lanivet Primary School, all pupils identified on the SEND Record of Need are supported through the graduated approach outlined in the SEND Code of Practice (2015). This structured and responsive process ensures that support is personalised, evidence-informed and tailored to meet each pupil's individual needs.

Pupils receiving SEND Support have an **Individual Learning Plan (ILP)**, which is developed collaboratively with pupils, parents/carers, class teachers and, where appropriate, external professionals. The ILP identifies strengths, areas of need, targeted outcomes and the provision required to support progress. ILPs are reviewed regularly to evaluate the impact of support on learning, participation and wellbeing, ensuring provision remains appropriately targeted and effective.

This year, provision made for our children on the Record of Need has included:

- **Communication and Interaction**
 - Speech and Language intervention using Wellcom screening.

- Social stories
- Use of visual systems and PECs
- Use of Colourful Semantics
- Makaton when required
- Transition booklets
- TIS 1:1 sessions
- MELSA 1:1 sessions
- S.P.A.C.E grouped intervention
- Play therapy sessions

- **Cognition and Learning**
 - Focused group interventions in all areas of Literacy and Numeracy
 - Targeted additional adult support
 - Precision Teaching
 - Dyslexia screening – provisions provided as required
 - Visuals
 - Phonological Awareness
 - Nessy Reading and Spelling programme
 - Nessy Typing programme
 - Dance and doorway online
 - External specific learning difficulty screening, where appropriate.
 - External Educational Psychologist involvement, where appropriate.
 - Support from the ASD team
 - Access arrangements for KS2 SATS i.e. readers, scribes, extra time.
 - Bespoke home learning packages, where appropriate.
 - Personalised timetables, where appropriate.
 - Working with partners at BF Adventures and Equine Therapy, for identified children.
 - Alternative work station situated outside the classroom

- **Social, Emotional and Mental Health**
 - External Educational Psychologist involvement, where appropriate.
 - Emotion Coaching techniques being used by all staff
 - Playground buddy
 - Year 6 Play Leaders
 - One to one adult to talk to
 - Qualified TIS practitioners for 1:1 work.
 - Liaison with Family Support Workers and/or the Primary Mental Health Team, where appropriate.
 - Personalised Safety Plans, where appropriate
 - Personalised timetables, where appropriate.
 - Working with partners such as BF Adventures and Equine Therapy, for identified children.
 - Qualified MELSA practitioner 1:1 work.

- Access to Panda pod and other areas to support learning and regulation.
- **Sensory and/or Physical Needs**
 - External Occupational Therapy involvement, where appropriate.
 - Fine and Gross motor skill small group interventions
 - Sensory room available
 - Coloured overlays
 - ICT provision
 - Reasonable adjustments i.e. ear defenders, movement breaks
 - Wheelchair ramps
 - Personalised support for individuals, as required
 - Intimate Health Care Plans for individuals, as required
 - All classes have staff trained in supporting pupils with epilepsy
 - Fully equipped wet room.
 - Multi-Disciplinary Team meetings for identified pupils.

External agency involvement

The school works proactively with a wide range of external professionals to ensure pupils receive timely specialist support where required.

Partnerships with external agencies strengthen our understanding of pupil need and support the development of effective provision and staff expertise. Referrals are made in consultation with parents and carers and form part of the school's graduated approach to SEND.

Support staff deployment

Support staff are deployed strategically to maximise impact and promote independence, engagement and progress.

Teaching assistants work alongside teachers to deliver targeted interventions, facilitate curriculum access and provide specialist support where required. Their work is carefully monitored through ongoing assessment, pupil progress reviews and evaluation of intervention outcomes.

Leaders regularly review the effectiveness of support staff deployment to ensure resources are used efficiently and contribute positively to pupil achievement and wellbeing.

Partnerships and transition arrangements

Effective transition planning supports pupils to feel confident, prepared and successful at key points in their educational journey.

The school works closely with early years settings, secondary schools, families and external professionals to ensure information is shared effectively and support is in place from the outset. Enhanced transition arrangements are available for pupils with SEND where additional preparation is required.

Comprehensive handover processes, transition resources and bespoke support ensure pupils are well prepared for changes in class, key stage or educational setting.

Ongoing development

The school is committed to continuous improvement in SEND provision. Leaders regularly evaluate the effectiveness of current practice through self-evaluation, stakeholder feedback and analysis of pupil outcomes.

SEND priorities are incorporated within the School Development Plan and SEND Action Plan to ensure that provision continues to evolve in response to the needs of pupils and reflects current best practice and statutory guidance.

Parents are invited to contact the class teacher, SENDCO or the Headteacher at any time to discuss their child's progress. Contact can be made through school reception or via the school email at Lanivet@tpacademytrust.org

Our complaints procedure

Lanivet Primary School is committed to working in partnership with parents and carers to ensure that pupils with SEND receive appropriate, effective and inclusive support. Concerns relating to SEND provision are welcomed and addressed promptly, openly and collaboratively.

Parents and carers who have concerns regarding SEND support or provision are encouraged, in the first instance, to discuss these with their child's class teacher, the SENDCO or the Headteacher through the school office. The school aims to resolve concerns informally wherever possible through effective communication and partnership working.

Should a concern remain unresolved, parents and carers may follow the school's formal Complaints Policy, which is available on the school website.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Tim Gray, Headteacher.

The Designated teacher for Children in Care in our school is Faye Drake, SENDCO.

Cornwall Council's Local Offer can be found at <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>



Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010, the SEND Code of Practice 2015 and the Children and Families Act 2014.