

SEN INFORMATION REPORT

Name of SENCo: Kim Wilson Dedicated time weekly: 1 full day
Operational SENCo : Pippa Davies Contact email: KWilson@gulval.tpacademytrust.org
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Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching. *IMPACT: 100% of teaching and learning at least good*
- ✓ Identifying and tracking the progress of children that require support to catch up by half termly, quantitative and qualitative assessments. *IMPACT: Pupils make accelerated progress*
- ✓ Identification of children requiring SEN Support and initiation of the "Assess, Plan, Do, Review" cycle. *IMPACT: Pupils receive support at the point of need and are monitored closely to ensure support is effective*
- ✓ Consideration of application for Education, Health and Care Plan and continuation of the "Assess, Plan, Do, Review" cycle. *IMPACT: Pupils receive additional support appropriate to the level of need*
- ✓ All children identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need. *IMPACT: Pupils receive support at the point of need and are monitored closely to ensure support is effective*

How we identify children that need additional or different provision:

- ✓ Ongoing curriculum assessments.
- ✓ Using half termly data to track progress.
- ✓ Class teacher refers to SENCO who helps identify needs, supports the class teacher to implement interventions and monitor progress.
- ✓ Further assessments by specialists, including those from external agencies if required to help identify SEN if required.

We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy





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School



How we listen to the views of children and their parents:

What	Who	When
Informal Discussions	Class teacher, teaching assistant, SENCo and Headteacher	As often as required
Parents' Evenings	Class teacher, SENCo, parents	Biannually
Home-School Book	Parents, children, Class Teachers and TAs – used for children that need this regular communication.	Daily
Assess, Plan, Do, Review meetings	Class teacher, parents, SENDCo and pupil	Half termly
Pupil comment included on Academic Reports	Teaching assistant and pupil	Annually
Regular School Council meetings.	Pupils and staff	Half termly at least
Pupil questionnaires	Pupils and staff	Annually
TAC meetings	Parents, children, SENCO, Class Teacher, other outside agencies.	As needed.
Pupil Conferencing	Children	Termly



What parents/carers say:

	(please tick)	Strongly agree	Agree	Disagree	Strongly disagree
1	My child is happy at Gulval School.	96%			
2	My child feels safe at Gulval School.	92%	8%		
3	Gulval School makes sure its pupils are well behaved.	84%	12%	4% (1)	
4	My child has been bullied and Gulval School dealt with the bullying quickly and effectively. Please leave blank if your child has not been bullied 1 response	100%			
5	Gulval School makes me aware of what my child will learn during the year.	60%	32%	8% (2)	
6	When I have raised concerns with Gulval School they have been dealt with properly. Please leave blank if you have not raised concerns 11 responses	91%	9%		
7	Does your child have special educational needs and/or disabilities (SEND)?	Yes (1 response)		No (24 responses)	
8	If yes, how strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'	100%			
9	Gulval School has high expectations for my child.	92%	8%		
10	My child does well at Gulval School	96%	4%		
11	Gulval School lets me know how my child is doing.	72%	24%		
12	There is a good range of subjects available to my child at Gulval School.	88%	12%		
13	My child can take part in clubs and activities at Gulval School.	76%	20%		
14	Gulval School supports my child's wider personal development.	80%	16%		
15	I would recommend Gulval School to another parent.	Yes 96%		No 4% (1)	

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, we have started to use the Assess, Plan, Do, Review cycle, which is now reviewed half termly in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

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

- ✓ Communication and Interaction –Speech and Language Therapy and related interventions,
IMPACT: Increase in pupils communication and language skills
- ✓ Cognition and Learning –Educational Psychology assessments and suggested interventions, phonological awareness intervention, dyslexia screening, small group teaching in English and Maths, pre-learning of concepts and 'on the spot' additional interventions in the afternoon following teacher assessment during the lesson. *IMPACT: Pupils make accelerated progress*
- ✓ Social, Emotional and Mental Health –the school's Relational policy for all children, three members of staff are now Thrive trained, a quiet space is available for any children who need a time out, now, next task boards, play leaders and Thrive activities are in place at break times for vulnerable children at playtime, social stories used to develop social skills.
Impact: Thrive evaluation evidence reports an increase in the number of pupil in age appropriate emotional and social development
- ✓ Sensory and/or Physical Needs – Fun fit, fine motor and handwriting interventions, multisensory teaching strategies in classrooms, fiddle toys, wobble cushions, ear defenders, physiotherapy and occupational therapy programmes and development of a sensory room.

During the 2024/2025 school year, we had 8 children with Education, Health and Care Plans.

We monitor the quality of this provision by providing planning time for teachers and teaching assistants delivering interventions, allocating funding to update resources. The Senior Leadership Team (SLT) monitor the delivery of interventions closely. During SEN planning meetings, the intended outcomes are carefully considered, a provision map is created in collaboration with the class teacher, parents, child and SENDCo. ILPs are used as working documents within classroom and are annotated regularly. The impact of the provision is then measured carefully during the half termly review meetings and provision is re-planned and updated if necessary. We monitor the whole child and not just their academic progress. Pupil progress meetings are held every half term with the head teacher and SENDCo.

Support Staff Deployment:



Support staff are deployed in a number of roles:

- ✓ in class, small group support
- ✓ group and individual interventions
- ✓ creation of tailored resources for individual children
- ✓ modelling positive play at break times and lunchtimes for individual children
- ✓ covering lessons for teachers' planning and preparation time

We monitor the quality and impact of this support by providing collaborative planning time for the class teacher and teaching assistant, with the SENCo if required. The teaching assistants are also invited to the review meeting of the children with whom they work. We seek and follow specialist advice when we are unable to meet the needs of a child within the school staff. The SLT also carry out regular classroom and playground observations.

Distribution of Funds for SEN:

- Child 1 allocated 15.50 top up units
- Child 2 allocated 15.50 top up units
- Child 3 allocated 12.00 top up units
- Child 4 allocated 15.50 top up units.
- Child 5 allocated 10.00 top up units
- Child 6 allocated 15.50 top up units
- Child 7 allocated 15.50 top up units
- Child 8 allocated 15.50 top up units

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
Social, Emotional and Mental Health	Paul Baker Pippa Davies Elisa Taylor Ellie Baker	Thrive Approach



Communication and Interaction	Serena Markham Pippa Davies Elisa Taylor	Individual and specific speech and language training,
Communication and Interaction	Lindsay Davy Coral Gadney Pippa Davies Lauren Wise Kim Wilson Elisa Taylor	Makaton signing
Communication and Interaction	Pippa Davies Elisa Taylor Serena Markham	SALT Visual Training
TAC Support	Pippa Davies	TAC lead person training
Cognition and Learning	Kim Wilson Pippa Davies	Dyslexia identification Training
Autism	Pippa Davies	Autism Champion
	All staff	Autism training
Social, Emotional and Mental Health	Ellie Baker	Emotional wellbeing

School training this year has included:

- ILP training
- Autism training by the ASD team for the whole school team
- Physiotherapy training
- Dyslexia training
- Thrive CPD
- Inclusive curriculum provision
- Engagement model assessment
- Epilepsy training
- Neurodevelopment profiling
- AAC: Augmentative and Alternative Communication training
- Language Tool training



We monitor the impact of this training by carrying out regular staff audits and monitoring the impact of provision.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ SEN networking within our Academy Trust
- ✓ Providing opportunities for curriculum days for children at different local secondary schools

We ensure that the transition from Nursery to Reception is smooth by holding SEN transition meetings. We also organise a range of pre-visits to the school in the summer term.

We support the transition from year group to year group by organising early transition opportunities for those children who need it, in addition to the 'whole school' transition process. For children with SEN, transition is individualised for those who need it and can include, home and pre-visits to the new learning environment, social stories about moving to the next class, additional opportunities for children to bond with the new teachers and teaching assistants and photo books of new teachers, teaching assistants and children, which can be taken home during the summer holidays. The transition from Pre-school to Primary and Year 6 to Secondary school is supported through liaison between SENCos of the two settings and early visits to the new secondary school with a familiar member of staff, in addition to the usual transition days.

Services and organisations we work with:

Service/organisation	What they do in brief	Contact details
School Nurse	As well as helping parents to bring up healthy children by providing information on healthy eating and hygiene they also help teachers to meet any health needs children may have at school.	Contact through Early Help Hub
Educational Psychologist	An Educational Psychologist might become involved with your child if they have difficulties with: • Learning • Behaviour • Managing their feelings • Getting on with others	Julie Wakely



	• Communication • An Educational Psychologist will only become involved if the parent/carer's permission has been given.	
Speech and Language	This is a service that supports children and young people in Cornwall aged 0-19 years who have difficulty with: • understanding what is said to them • expressing themselves • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking).	Contact through Early Help Hub.
ASD team	The Autism Spectrum Team is an expansion of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers. The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families	autismteam@cornwall.gov.uk
Early Help Hub	Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to	01872 324605 earlyhelphub@cornwall.gov.uk



	the age of 18, and up to the age of 25 where young people have special educational needs or disability.	
SENDIAS	They provide information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families.	01736 751921 sendiass@disabilitycornwall.org.uk
Education Welfare Officer	Each school in Cornwall has a nominated Education Welfare Officer (EWO) who visits regularly to check registers and discuss pupils about whom the school is concerned. The EWO can provide help and advice on: school attendance issues, bullying, exclusions, child protection measures, advice and information on other agencies. They can also offer a degree of parenting support	Rita Rowsen Attendance and Inclusion Lead Truro and Penwith Academy Trust rrowsen@tpacademytrust.org
Penhaligon's Friends	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers.	01209 210624 enquiries@penhaligonsfriends.org.uk
CAMHS	The service helps children and young people deal with a range of emotional, behavioural or mental health issues. They include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	01872 221400 Contact through Early Help Hub

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEN Development/Action Plan.

Our complaints procedure:



Anyone wishing to make a complaint with regard to SEN support and provision should discuss their concerns with the SENCo in the first instance and then refer to the school complaint's policy.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Pippa Davies

The Designated Children in Care person in our school is Pippa Davies

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website <https://gulval.tpacademytrust.org/policies/>

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

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

