

# Kernow Learning

## Upton Cross Academy Our SEND Information report Date 2023-2024 (Reviewed Annually)

Upton Cross Academy is a steadily expanding primary school located within the village of Upton Cross, 4 miles from Liskeard, Cornwall. We strive to create an inclusive environment. We aim to nurture independent, lifelong learners who care and know about the best ways to look after their world and who are creative, confident and happy. Our local school offer details the provision that we provide within the school and the services that we access in order to do our very best to meet the needs of all children within the school, including those with additional needs and disabilities. Some children find certain aspects of their learning difficult. Our Special Educational Needs policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our school and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements. All classes are fully inclusive. Support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at our academy children may receive varying levels of support according to their changing needs and circumstances. The information below is a guide to the 'typical' levels of provision. The levels of support and provision will vary across time for individual children in response to their individual needs. All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils. Staff and governors are given relevant and appropriate training, according to their needs, the needs of the children and the needs of the school.




**Name of the Special Educational Needs/Disabilities Coordinator:** Mrs Jodie Munley

Name of Governor for SEND: Peter Woodward

**Contact details:** [sendco.uptoncross@kernowlearning.co.uk](mailto:sendco.uptoncross@kernowlearning.co.uk)




## The levels of support and provision offered by our school

### Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Each class has representation on the school council and annual pupil questionnaires.</p> <p>Children are encouraged to talk to their class teacher/teaching assistant about any news, questions or worries they have and know they will be listened to.</p> <p>A Worry/Sharing box is available where a child can share feelings or worries through subtly posting on paper if the child does not want to speak about it in front of the class or directly to an adult.</p>	<p>As well as the universal offer when students with SEND are included students with SEND are questioned about their views on the provision in school for themselves and their views are taken into account. Targets recorded in IEPs are discussed with the pupil and parents. Pupils and parents actively collaborate with staff to create their communication passports.</p>	<p>We use the Draw and Talk programme. This can help to identify and resolve underlying emotional difficulties that may be affecting learning and behaviour. Drawing, a right-brained activity, and talking about the picture, a left-brained activity, enables both sides of the brain to work together on the child's difficulties. Talking about the drawing allows an internal process to take place which enables the child to know that an experience is in the past and to file it away safely or even forget it. This can be a very successful support strategy for children who find it very difficult to express themselves.</p> <p>We run regular and flexible sessions to support the social and emotional needs of identified children, through our outdoor provision.</p> <p>We are a Trauma Informed School (TIS), meaning we are committed to improving the health and wellbeing and ability to learn of the most vulnerable children, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues.</p>




		<p>Many staff have received emotional coaching training from the Educational Psychology Service to develop an understanding of how best to assist and listen to children who need support emotionally.</p> <p>Many staff have received training on working memory, ASD guidance and whole class SEND strategies.</p>
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## Partnership with Parents and Carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Parents and carers are encouraged to participate in activities to support their children, the school and wider community.</p> <p>Parents and carers have been invited to attend information sessions about our literacy and numeracy programmes</p> <p>The School's website provides ideas to support children's learning.</p> <p>All parents receive a full school report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office</p> <p>Tapestry is an online App that is used to share learning and success between home and school in Early Years Foundation Stage.</p>	<p>The SENDCo will provide ideas to both parents and teachers.</p> <p>Parents are able to contact the school about their concerns at any time and arrange appointments to discuss matters with the appropriate members of staff.</p> <p>In addition to parent consultations with class teachers, our SENDCo can meet with parents of children who are having difficulties with their learning to review progress and action plans if required.</p> <p>If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children's needs and progress.</p>	<p>Communication books are used to support daily communication between school and parents regarding behaviour when required.</p> <p>Tapestry is used to support communication about learning for those children with more complex learning needs.</p> <p>The Education, Health and Care Plan (EHCP) and Individual Education plans are shared between all staff in the class for a whole class approach to the child's provision/targets.</p>




<p>There are termly opportunities for all parents to review their child's progress at Parents Consultations or Open Days.</p> <p>We have an open door policy. Parents may speak to staff members at the start or end of school or preferably make an appointment to discuss things in more detail.</p> <p>The school website provides up-to-date information about the school experience including an electronic copy of the school newsletter</p>		
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## The Curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based.</p> <p>The School incorporates learning through use of the local environment.</p> <p>Regular data tracking and pupil progress meetings identify pupils who need specific interventions.</p> <p>The School has a whole school behaviour policy, with rewards and sanctions.</p>	<p>Intervention packages are needs led.</p> <p>The progress of all pupils taking part in intervention groups is measured on a regular basis.</p> <p>The intervention packages are adapted in light of pupil progress.</p> <p>Small group interventions include a variety of personalised programmes such as:</p> <ul style="list-style-type: none"> <li>• Read Write Inc.</li> <li>• Phonological awareness</li> <li>• Speech and language programmes</li> <li>• Fine and gross motor skills focused programmes</li> </ul>	<p>Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately scaffolded to ensure achievement for pupils with SEND.</p>




<p>School trips take place for all children to enhance the curriculum. There are opportunities for overnight stays in years 5 and 6.</p>	<ul style="list-style-type: none"> <li>• Social skills programmes</li> <li>• Self-esteem programmes</li> <li>• Behavioural support, including teaching of social skills and anger management</li> </ul>	
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## Teaching and Learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The School ensures quality first teaching to support the progress of all pupils.</p> <p>The literacy programmes Read Write Inc. (RWI) is taught in differentiated groupings to ensure appropriate targets and progress for all pupils in EYFS and KS1. This is also available for those who require support in KS2. Numeracy is taught through in a systematic way ensuring all learning is embedded.</p> <p>Partner/group work is integral to all aspects of teaching and learning.</p> <p>Lessons are planned to incorporate different learning styles and encourage thinking skills.</p> <p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Independent learning is supported where possible through the use of a range of technology such as interactive whiteboards, laptops, Ipads, sound cans.</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND and other barriers to their learning have targeted support and provision.</p> <p>Teaching assistants/class teachers work with flexible groups to: - ensure understanding - facilitate learning - foster independence - keep students on task.</p> <p>Independent student learning is encouraged and often supported by the use of technology. For children with SEND the targets identified in the child's individual education plan are taught in addition to the class lesson. Special access arrangements may be put into place for SATs at end of Y6 following strict guidelines.</p> <p>Personalised and scaffolded work is provided to facilitate independent learning.</p>	<p>Where there is no EHC Plan, pupils are supported 1:1 where possible and in small groups at other times. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access.</p> <p>One-to-one support is in place for pupils who need more intensive support but independence is encouraged wherever possible.</p> <p>Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.</p>

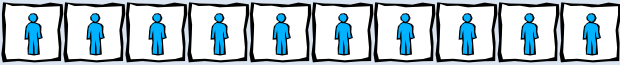
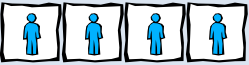

<p>Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence.</p> <p>Key vocabulary for literacy and numeracy is permanently on display in classrooms.</p> <ul style="list-style-type: none"> <li>• Topic related vocabulary is displayed as appropriate.</li> <li>• A range of resources is easily accessible in each classroom.</li> </ul>		
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## Self-help Skills and Independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All children in Year 6 are given the opportunity to be prefects in the school, which include performing a variety of duties within the school and being role models for the wider school.</p> <p>Our PSHE curriculum supports self help skills, including online safety in all year groups.</p> <p>Our children all have opportunities to take part in residential during their time with us.</p> <p>Children have opportunities to become School Council representatives and Play leaders.</p> <p>Children take part in swimming lessons off site.</p>	<p>We can provide “meet and greet” for anxious pupils, for example school refusers. We have an open door policy for anxious parents or parents of anxious pupils.</p> <p>We have Play leaders to support children who may be having difficulties with lunchtime routines and/ or socialising during the less structured times of day. The school has identified positive role models as play leaders</p> <p>Interventions that promote self-esteem and managing emotions.</p> <p>We are a Trauma Informed School (TIS), meaning we are committed to improving the health and wellbeing and ability to learn of the most vulnerable children, namely those who have suffered trauma, abuse,</p>	<p>Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include: small group support by the teacher or teaching assistant, additional visual support in the form of task boards.</p> <p>Where appropriate, personalised visual timetables, management task boards, NOW/NEXT task boards are utilised to support the development of independence.</p> <p>Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The School Nurse service can also be consulted to further encourage independence in toileting.</p>




	neglect and/or have mental health problems or attachment issues.	We access and work alongside Family Support Workers and other targeted services via the Early Help Hub.  We collaborate with a School Nurse and Educational Psychologist.
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## Health, Wellbeing and Emotional Support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Emotional resilience and well-being are considered fundamental to effective learning at the School.</p> <p>The PSHE curriculum is embedded in all aspects of the School's curriculum and includes all pupils. Regular PHSE sessions are held in each class and adapted to the needs of the pupils.</p> <p>Risk assessments and safety policies are in place to ensure all children are safe within the School.</p> <p>Routine vision tests are conducted on all children in Reception. Weight and height are measured on all children in Reception and Year 6. Routine hearing tests are conducted on all children in Y1.</p>	<p>We have the resources to run Socially Speaking groups which aim to increase self-esteem and improve listening skills and expressive language abilities.</p> <p>An intimate care policy is in place to support children parents and staff.</p>	<p>Students with specific medical conditions have an individual health care plan.</p> <p>Additional support for pupils can be requested from specialist agencies such as: the CICES team for looked after children, School Nurse Service, CAMHS, Social Care, CLEAR, Educational Psychology team, and the Early Help Hub.</p> <p>TACs, Early Support meetings and Annual Reviews are supported by a range of agencies as outlined above.</p> <p>We are a Trauma Informed School (TIS), meaning we are committed to improving the health and wellbeing and ability to learn of the most vulnerable children, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues.</p>

		We run regular and flexible sessions to support the social and emotional needs of identified children, through our outdoor provision.
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## Social Interaction Opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school has a variety of playgrounds, a Forest school area, large field, a quiet area and a gardening area with a poly tunnel where children play with children from different year groups.</p> <p>All playtimes give the children opportunities to play with children from different Key Stages.</p> <p>Lessons are designed to encourage social interaction.</p> <p>Children have opportunities to attend residential during their time with us.</p> <p>We offer a variety of after school clubs throughout the year.</p>	<p>Children who find social situations difficult often feel they do not get a chance to have their say. The school council is made up of peers to enable children to have their say.</p> <p>We have the resources to run Socially Speaking groups which aim to increase self-esteem and improve listening skills and expressive language abilities.</p> <p>The school use a language screener for use in the Early Years and KS1 support early identification of pupils who may need additional support in their language skills.</p> <p>The playground is organised so that there are quiet areas and noisy running areas.</p>	<p>We use the Draw and Talk programme. This can help to identify and resolve underlying emotional difficulties that may be affecting learning and behaviour. Drawing, a right-brained activity, and talking about the picture, a left-brained activity, enables both sides of the brain to work together on the child's difficulties. Talking about the drawing allows an internal process to take place which enables the child to know that an experience is in the past and to file it away safely or even forget it. This can be a very successful support strategy for children who find it very difficult to express themselves.</p> <p>We have one member of staff trained in the Language Link Speech &amp; Language package. Following the use of the language screener this provides guidance on intervention to support those language difficulties.</p> <p>We are a Trauma Informed School (TIS), meaning we are committed to improving the health and wellbeing and ability to learn of the most vulnerable children, namely those who have suffered trauma,</p>






		abuse, neglect and/or have mental health problems or attachment issues.
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## The Physical Environment (accessibility, safety and positive learning environment)




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>Schools accessibility report is available from the website.</p> <p>All areas of the School are accessible to everybody; each year group has flat access.</p> <p>Accessible equipment is provided according to need.</p> <p>Pupils feel safe and secure in their environment and empowered to ask for help when required.</p> <p>There are two Designated Safeguarding Leads and a named Child in Care Leader.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>The rewards and sanctions system is applied robustly on a whole school basis</p>	<p>Access to specialist equipment resources where appropriate.</p> <p>Designated teaching areas are available, dependent on the specific needs of pupils.</p> <p>Dedicated resources are matched to pupils' needs.</p>	<p>Quiet spaces are available to children to reduce sensory over load or allow for rest periods due to tiredness or the need for privacy when medical treatment is necessary.</p> <p>There is an understanding of the effects of loud noises and quick changes in routine may have on a small number of pupils, so they are a priority to support if this occurs.</p> <p>We have 1 disabled toilet, which has shower facilities.</p>

## Transition from Year to Year and Setting to Setting

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
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<p>The School provides excellent transitional arrangements with the local secondary schools.</p> <p>New pupils are invited to visit the School on several occasions prior to entry to ensure a smooth transition to school.</p> <p>There are strong links with Secondary Schools including taster days and school transition days, annually, for year 6 children and open days for year 5/6 children. Children transitioning to alternative secondary settings will have transition days arranged.</p> <p>Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children.</p> <p>Transitions between year groups are carefully planned, meet the Teacher meetings are arranged during the summer term. Children entering our Early Years Foundation Stage have a number of opportunities to meet their new teachers.</p>	<p>The class teacher, SENDCo and Designated Safeguarding Lead (DSL) shares information about all Year 6 SEND pupils with the Secondary School SENDCo.</p> <p>All SEND paperwork is passed to the Secondary School/new school, including most recent IEPs.</p>	<p>Individual Year 6 pupils with SEND are offered extra transition visits with specific functions i.e. to take photographs of key members of staff, become familiar with the school layout/timetable/organisation, to experience lunch in the canteen etc. Similar arrangements can be made for any children with SEND. Whenever possible the adult most likely to support this child is identified during the visits.</p> <p>The SENDCo from the Secondary Schools attends Annual Reviews and TACs as appropriate.</p> <p>Parents are encouraged and supported to attend taster days and meetings at the new school. All parents of 1:1 pupils meet the teaching staff who will support their child in the coming year before the end of term.</p>

The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>We are a Trauma Informed School (TIS), meaning we are committed to improving the health and wellbeing and ability to learn of the most vulnerable children, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues.</p> <p>Many staff have received Emotional coaching training through the Educational Psychology Service.</p> <p>Many staff have had training on working memory, ASD and whole class SEND</p>	<p>A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p> <p>When a child has difficulties regulating and understanding their emotions Emotional coaching can assist and support these children to self-regulate.</p> <p>Staff ensure pupils have access to resources/visuals/displays that can support SEND including working memory difficulties and ASD within the classroom.</p>	<p>Staff members are aware of the effect of trauma on a child such as the emotional and social response caused by trauma. The staff are informed of support to implement to assist a child who has suffered trauma such as listening to a child, checking in on their feelings, understanding attachment, helping a child to understand their emotions.</p> <p>Staff members can assist and support children through listening and talking through feelings and emotions to help a child understand how to manage their emotions.</p> <p>We run regular and flexible sessions to support the social and emotional needs of identified children, through our outdoor provision.</p> <p>Staff are aware of the needs of pupils identified with ASD, working memory difficulties and whole class strategies to support all learners.</p>

Services and Organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Early Help Hub</b>	<p>Single point of contact for Cornwall Council and community based children’s early help support services.</p> <p>Services available through the Early Help Hub:-</p> <p>Parents and/or professionals can request:</p> <ul style="list-style-type: none"> <li>• Child and Adolescent Mental Health</li> <li>• Early Support - Supporting Change in Partnership (SCIP)</li> <li>• Early Years Service</li> <li>• Family Group Conferencing</li> <li>• Family Support</li> <li>• Health Visiting (over 2 years) (including ASD, ADHD, Tics, and learning, sensory and coordination difficulties)</li> <li>• Parenting Support</li> <li>• Portage</li> <li>• School Nursing</li> <li>• Speech and Language Therapy</li> <li>• Targeted Youth Support</li> </ul> <p><b>Professional request only:</b></p> <ul style="list-style-type: none"> <li>• Children’s Community Nursing/Diana Nurses and Psychologists</li> <li>• Early Support - Team Around the Child (TAC)</li> <li>• Neurodevelopmental Assessment (including ASD, ADHD, Tics, and learning, sensory and coordination difficulties)</li> <li>• Paediatric Epilepsy Nurse Specialists</li> <li>• Video Interactive Guidance</li> </ul>	<p>Referral through health visitors/ school nurse/GP or SENDCo</p> <p>Or parents referral at  <a href="https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/parents/">https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/parents/</a></p> <p>01872 322277  earlyhelphub@cornwall.gov.uk</p>
<b>Speech and Language Therapy</b>	<p>1:1 assessment. The child will then be assessed and if needed targets given. These targets may need to be worked on at home as well as in school.</p>	<p>Referral through health visitors/ school nurse/GP or SENDCo or Early Help Hub above.</p>

<b>Educational Psychologist</b>	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Meeting with teachers and parents prior or following observation/work	Referral through SENDCo to Hannah Baynton, Educational Psychology Service.
<b>Cognition and Learning Service</b>	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs	Referral through SENDCo to Jo Davidson at the Cognition and Learning Service Team
<b>Penhaligon's Friends</b>	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. Offering children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624 or 01209 215889 enquiries@penhaligonsfriends.org.uk

## Pupil Progress:

All pupils on the 'SEND Support' register have an Individual Education Plan (IEP) and Communication passport. For pupils with an Education, Health and Care Plan (EHCP) provision will meet the recommendations on the plan.

The IEP will be created through discussion with the pupil, parents/carers, the SENDCO and the class teacher. IEPs are reviewed at least once a term and Communication Passports annually, with input from the child, teacher and parents/carers. EHCPs are reviewed in detail with parents, teacher and child every 12 months during an annual review meeting to which outside agencies are also invited.

The IEPs and Communication Passports reflect the assess, plan, do, review cycle: assess - assessment of the child and their needs; plan - a plan of strategies/interventions/support for provision; do – how this will be achieved in practice with relevant targets/outcomes; review – a review of provision and progress towards outcomes.

## How we know how good our SEND provision is:

Effectiveness of provision for pupils with SEND is evaluated through the targets set on pupil's Individual Education Plans; Individual intervention tracking/evaluations for academic, social and emotional provision; Tapestry or curriculum age related standards to track academic progress. Reviews of SEND provision are discussed with SLT, parents/carers and the child.

## If you wish to complain:

The procedure for managing complaints is: For parents to meet with the SENDCo in the first instance and if they are not satisfied to meet with the Head Teacher – Miss Emily Goodey. If parents are still not satisfied, the Academy's complaints procedure is available on the school's website.

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)**

### **Answers to Frequently asked Questions**

**1. How does your school know if children/young people need extra help?**

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo. Children are assessed at regular intervals during the school year – if a class teacher has concerns about the attainment/progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.

**2. What should I do if I think my child may have special educational needs?**

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo.

**3. Who is responsible for the progress and success of my child in school?**

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child and communicate with the school if there are changes in circumstance that may affect your child.

**4. How is the curriculum matched to my child's needs?**

The curriculum will be differentiated to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class.

**5. How do school staff support my child?**

If your child has special needs this will depend on the needs of your child. It may be through different work being planned for them, extra adult

support in class, extra support out of class and setting up systems in class to allow children to work independently.

**6. How will I know how my child is doing and how will you help me to support my child's learning?**

Targets for all SEND children are sent home three times a year in an Individual Education Plan (IEP), you will receive a school report in the Spring Term and there are parents' evenings and opportunities to meet the teachers during the year. You are also welcome to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

**7. What support will there be for my child's overall wellbeing?**

All staff in school work hard to ensure that your child is safe and happy in school. For children who are experiencing emotional difficulties it may be that they can work with our support staff. Referrals can be made for parenting programmes, family support and the school nurse through a referral to the Early Help Hub, to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact the Early Help Hub yourself or speak to the SENDCo about your concerns and she can make a referral for you if necessary.

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

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. All members of staff are trained in first aid. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way.

**9. How will my child included in activities outside the classroom including school trips?**

As a fully inclusive school, all children participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time, but we differentiate the activities and expectations to enable all children to take part. The exception to this would be if a child's behaviour is a risk to themselves or others.

**10. How accessible is the school environment?**

Schools accessibility report is available from the website. All areas of the School are accessible to everybody; each year group has flat access. Accessible equipment is provided according to need.

**11. How will school prepare and support my child through the transition from key stage to key stage and beyond?**

The School provides excellent transitional arrangements with the local secondary schools. New pupils are invited to visit the School on several occasions prior to entry to ensure a smooth transition to school. There are strong links with Secondary Schools including taster days and school transition days, annually, for year 6 children and open days for year 5/6 children. Children transitioning to alternative secondary settings will have transition days arranged.

Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children.

Transitions between year groups are carefully planned, meet the Teacher meetings are arranged during the summer term. Children entering our Early Years Foundation Stage have a number of opportunities to meet their new teachers.

**12. How are the school's resources allocated and matched to pupils' special educational needs?**

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our

school, as the level of support is directly related to their needs and circumstances. Support is decided and allocated through class teachers, the SENDCo and on the advice of external professionals if necessary, in relation to the child's individual needs. Support is monitored closely and adapted as and when necessary.

**13. Who can I contact for further information?**

Upton Cross Academy on 01579 362519

SENDCo: [sendco.uptoncross@kernowlearning.co.uk](mailto:sendco.uptoncross@kernowlearning.co.uk)