Biscovey Nursery and Infants' Academy
Our SEN Information report and Local Offer
Updated September 2026

At Biscovey Nursery and Infants' Academy we aim to provide the very best education for your child. We work hard to provide first-class provision, excellent resources and outstanding opportunities that will allow your child to develop a love of learning.

At Biscovey, every child is valued and everyone values each other. Our visions and values teach pupils to be respectful, honest and resilient. We encourage children to use this language and for learning, building independence and developing life skills.

Our aim is to ensure that every child has the opportunity to achieve their full potential and our commitment to the "unique child" in terms of development, inclusion, safety, and well-being moves the identification of need away from the "special" category into the belief of fostering positive outcomes for all of our children. We aim to be a school with a nurturing ethos which supports children and their families.

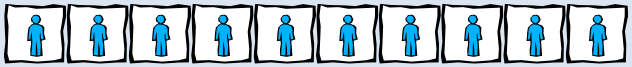
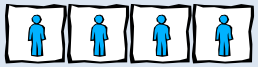
We have highly trained teachers and teaching assistants who can help and support children who are experiencing any difficulties and Miss Swift co-ordinates this work across the whole school. If we feel that your child is experiencing particular difficulties we will, of course, talk to you about this so that you are aware of what we are doing to support your child and can help with this at home .

The following policies which should be read in conjunction with this information report can be found on the school website.
Aspire SEN Policy
Aspire Equality and Diversity Policy
Biscovey Nursery and Infants Academy Accessibility plan

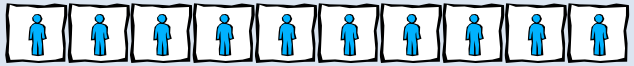
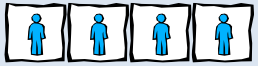
Name of the Special Educational Needs/Disabilities Coordinator: Miss Lauren Swift
Contact details: Tel: 01726 812006; Email: sen@biscovey.org.uk

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

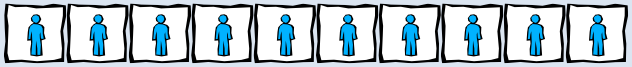
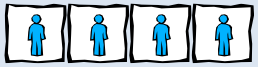
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The views and opinions of all students are valued. Student voice is represented in all aspects of school. Student voice is heard through: • School Council • Pupil Conferencing • Class discussions We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity. There are opportunities twice a year for parents and their child to talk to the class teacher at parent consultation meetings. Children are encouraged to communicate through pupil voice.	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 EHC reviews. One page profiles are used for some pupils. Students are supported in target setting. This is recorded on their IPM or IBPs. New plans are agreed each term at pupil progress and IPM meetings with parents/carers. For children with an Education Health Care Plan (EHCP) there is an Annual Review meeting where the views of the pupils are considered and recorded.

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 and parents are invited to share their views via online forms, in person or via email. Where possible we have an open door policy and parents are invited into the school for a variety of reasons. The parents/carers are invited to attend parent/carer consultation evenings twice yearly. Parent/carers know exactly who to contact if they have any concerns, communication can also be sought through Tapestry. The school website and class pages enable parent/carers to understand more about what their young children are learning. We support parents in using the OFSTED online Parent View. We aim to respond to the needs of our parents and are happy for example to support parents	Families are invited to attend extra- curricular activities where appropriate. Families are invited to attend information sessions linked to supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. Websites are shared to support parents with homework. Parents are able to contact school about any concerns at any time.	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 via external services such as SENDIASS are available to support with engagement and the SENDCO works alongside external agencies to ensure that parents feel supported to actively participate in their child's educational journey. All documentation can be presented in a format that is accessible to individual parents. (Please ask at the office). Parents are encouraged to join in with school trips where appropriate.

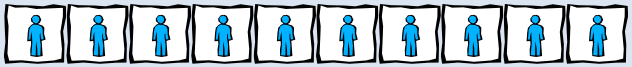
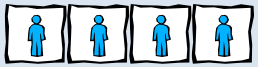
in filling out forms and accessing support from outside agencies.		Parents are encouraged to engage in one-to-one reading and activities. Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of Tapestry.

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. Where appropriate students are supported to access the learning through scaffolding which can include but is not limited to the use of manipulatives, visuals, ICT equipment, scribes etc. 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 and whole school screenings in certain areas are used to identify students who	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	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/assessments. Bespoke learning plans are created for students who are not able to access the same curriculum as their peers. Pupils are provided with interventions which aim to support pupils to develop skills they

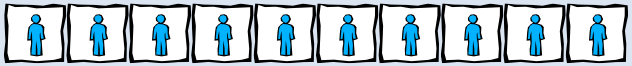
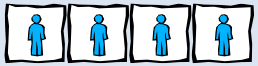
need specific interventions and/or targeted teaching.	- spelling - handwriting - numeracy - speech and language - motor and co-ordination skills - social skills	need to continue to access the school curriculum. Where pupils are accessing interventions for long periods these are usually developed in line with external advice and support.

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 differentiated teaching and outcomes are used to ensure the progress of all students. Lessons are carefully planned to include clear stages, regular progress checks and different learning styles. Learning Objectives are displayed in child friendly language and are verbally shared with all pupils.	Class based staff share information and lesson plans 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	Personalised and highly differentiated work is provided enabling independent learning where this is appropriate. Scaffolding of tasks to support learners to achieve targets and work with increasing independence and skill. IPM's/PLIM's highlight individual pupils targets, which are a main focus for learning.

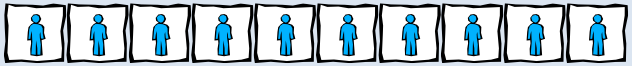
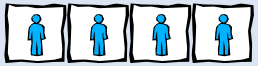
Students' work is regularly marked in a way that the children can understand. Literacy/Maths is a priority for all staff: Key vocabulary and key terms should be displayed and discussed for all pupils. Alternative ways of recording are used.	- keep students on task. Independent student learning is supported by the use of technology and / or simpler tasks designed to boost confidence, engagement and embed prior learning. Special arrangements are put in place for internal and external tests and examinations (readers scribes etc). Homework support is available where requested.	All staff working with pupils with SEND are aware of these targets and are involved in monitoring progress. One-to-one support is in place for students who need more intensive support for some activities, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.

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 classrooms which promote independence e.g. word mats, practical equipment, VCOP walls, visual supports. Students all have access to a whole class visual timetable. Positive attitudes to learning are encouraged and celebrated through the use of our	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 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.

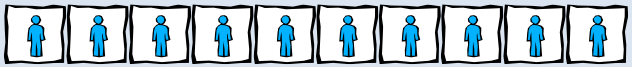
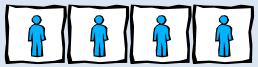
behaviour system, moving up the rainbow for positive behaviours shown. Each class has a visual copy of the school rules.		Personalised task boards, visuals and timetables are in place to support independence.

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 
The whole school is screened using an online assessment for emotional resilience, which highlights pupils who may be in need of additional support in this area. This also gives a programme of activities to support the general needs within the classroom. SCARF Lessons are taught at least weekly within each class, teaching life skills and focusing on health, wellbeing and emotional support. Bereavement support is available.	Time limited and monitored groups address: - self-esteem - social skills - anger management Risk assessments are carried out as required. 'Fun Fit' targeted to help children with coordination difficulties.	TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. Boxall profiling/Motional assessments are used to tailor provision to need. Additional support for students can be requested from • CAMHS • Social Care • Aspire Trust School • Penhaligon's Friends • Educational Psychologists

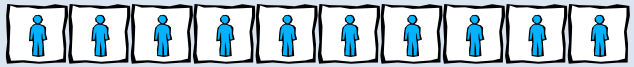
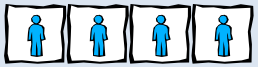
Student issues are dealt with by trained staff, as they arise. Staff are trained and have embedded the use of Trauma Informed provision and confidently use WINE and PACE approaches to support pupils. School nurse service is available through referral via the Early Help Hub.	Disney shooting stars is used to support social and emotional health through physical activity and story. Teacher or TA support for children who are experiencing emotional difficulties. This may take the form of small group circle time, TIS activities or SCARF.	• School Nursing Team • Speech and Language Therapist Students with specific medical conditions have individual health care plans. Pre-Key Stage Assessments are used when needed to tailor provision to the correct level for pupils in Key Stage 1. Developmental journals are used when needed to tailor provision to the correct level for pupils in EYFS. Engagement model is used to support pupils who are working on very early learning skills.

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 to necessary risk assessment. Students are encouraged to participate in a variety of after school clubs.	Trauma Informed School (TIS) group sessions focus on social interaction where highlighted as an area of needs. Other small group social skills interventions are used to support pupils who may need to further embed social skills.	Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction. 1:1 sessions can work on social interaction skills, an individual action plan will highlight areas of need and other children introduced

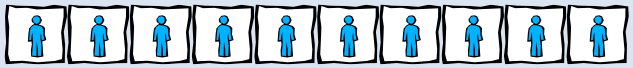
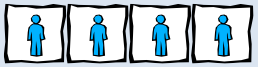
		to situations slowly to build confidence in social situations.

8. 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 
All areas of the school are accessible to everyone including those students with SEND. (See Accessibility Audit). All facilities are accessible to all pupils e.g. wheel chair users. Students feel safe and in an environment where bullying is acknowledged and dealt with effectively. There is a named Designated Safeguarding Lead (DSL) and deputies, as well as a Designated teacher for Children in Care. All areas of the school are uplifting, positive and support learning.	Non-slip, non-breakable equipment available in practical lessons. Adapted toilets available. Some toilets adapted by height. Adjustable chairs/ tables can be made available. There are named adults who are trained in positive and safe handling.	Specialist equipment in practical lessons enables those students with physical needs to be more independent. Classrooms/halls/corridors are made accessible for young people with sensory needs. We have 'The Nest' which is accessible to children requiring some 'quiet time' out from the classroom or who have been highlighted as requiring some additional support for social or emotional needs. We are currently developing a sensory area for pupils which can be used as a separate space to deliver a sensory curriculum to

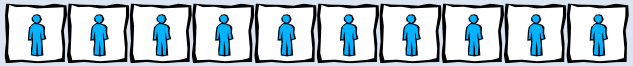
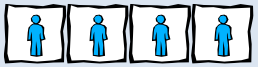
Teachers focus on rewarding good behaviour to promote a positive learning environment. The behaviour policy focuses on positive behaviours, is robust and displayed/celebrated around the school.		pupils with complex and high needs as appropriate.

9. 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 
There are strong links with feeder Nursery schools. School staff identify students who may need extra support at transition. Year Two children visit the junior school next door regularly and have additional visits at the end of the academic year. Where possible opportunities for the junior and infant schools to work together are explored and developed so that pupils are increasingly familiar with adults from both settings before they transition. Within the infant school there are multiple opportunities for pupils to work together in mixed	'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. Students identified as possibly struggling with transition have additional visits in small groups. Teaching staff arrange opportunities for children to encounter their new teachers as they approach transition periods. Staff work hard to keep key relationships strong by checking in with pupils who may need some additional support following a period of transition.	The SENDCO attends EHCP reviews and where a change in setting is occurring new staff members and SENDCO's are invited to attend too The SENDCO attends IPM reviews and where a change in setting is occurring new staff members (teachers) and new SENDCO's are invited to attend too. 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.

year group teams and work with a variety of adults from across the school so as to forge and strengthen positive relationship with all staff and pupils. EYFS Staff visit children at previous settings before they start at school, where possible. Additional sessions prior to starting school are planned. A staggered start to the school year is implemented. Transition events are available and accessible to all pupils across key stages/year groups and settings.	Adults use Trauma informed approaches to supporting children with endings and loss which are a natural part of life that some pupils may need some additional support to manage some of the time.	Additional and personalised support can be developed for pupils who may need a more bespoke and personalised transition offer. This can be designed in conjunction with parents and carers, the SENCO, New school, and can include a variety of support strategies.

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

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
		
All staff have an overview of the schools demographic and what the SEND needs of the school are. They are supported through training to understand and implement the most up to date research that informs provision for pupils with additional needs. All staff have had initial TIS training.	Additional members of staff have completed a diploma in understanding the impact of trauma (TIS) training. Additional staff have been supported to develop skills to support pupils through specialist interventions such as Lego therapy.	Level 3 Multi Agency Child Protection Training for 4 members of staff. The SENDCo is undertaking an NPQSEN.

All staff attend regular CPD sessions to keep knowledge relevant and up-to-date.	Some staff have been trained in delivering small group or 1:1 phonics interventions. 1 member of staff have trained in autism champion training.	

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	**Attend school to carry out cognitive assessments on individual pupils: to do lesson observation: to advise staff.**	**Referrals completed through school SENDCo.**
Speech and language Therapy	**Assess monitor and provide Care Plans for individual pupils.**	**joy.newbold@nhs.net**
Early Help Hub	**A Triage Team which allocates the most appropriate help.**	**earlyhelphub@cornwall.gov.uk**
Inclusion Officer	**Provides help and advice across the Trust**	**Iona Stoddard**
SCIP	**Supporting change in partnership for children with complex needs,**	**earlyhelphub@cornwall.gov.uk**
ASD TEAM	**Supporting children who have a diagnosis of ASD.**	**01872 323195**
CAMHS	**Primary mental health worker**	**01726 873292**
Teacher of the Deaf	**Support for children who have a hearing impairment.**	**01726 61004**

12. Pupil progress

Class Teachers are constantly assessing pupils' within their classes. A summative assessment is then recorded each term and from this pupil progress meetings are held with the Senior Leadership Team. This is a chance to discuss progress made, highlight any children who are not doing as well as expected and put additional interventions/support in place if required. If we feel outside agencies need to be involved, we will talk to parents/carers first and share our concerns before taking any additional steps.

13. How we know how good our SEN provision is

At Biscovey Nursery and Infants' Academy we are always monitoring and evaluating the quality of our SEN provision. We monitor our provision through monitoring visits, SENDCo observations and learning walks, book/work scrutinies and conversations with pupils. We then put in place a development plan to lead SEND forwards within the school. This allows us to adapt provision to better suit pupils if required and to get an additional support into school if needed.

14. If you wish to complain

In the first instance, we encourage parents to speak with the SENDCo to see if there is anything further we can do. If this is not satisfactory, you can speak with the Head of School, Miss Katie Bullock and/or the Strategic Partner, Mrs Bridget Rundle.

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 do people in school know if a pupil needs extra help?

We know when a child needs help if:
- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the child's behaviour or progress

The class teacher is the initial point of contact for responding to parental concerns or if you still have concerns then contact Miss Bullock (Head of School) or Miss Swift (SENDCo).

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

Firstly, speak with your child's class teacher to see if they have the same/similar concerns. If this is the case, an appointment can be made with the School SENDCo to discuss these concerns and plan where to go next. This usually means that your child will be placed 'On Alert' for a minimum of two cycles of assess, plan, do, review – this means that additional support will be put into place and monitored closely. Following this, if little or no progress is noticed, your child will receive an Individual Provision Map (IPM), which will outline specific, measurable, achievable, relevant, time based targets, stating additional support that the school will provide in order to better access the curriculum. These will be shared with you as parents, regularly reviewed and new targets set/agreed. During this time, if progress is slow in specific areas, outside agency involvement may be requested to support. You will always be involved in this process and updated throughout.

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, you as parents and your child themselves. Half termly progress meetings with staff ensures progress is tracked and monitored appropriately. It is the class teacher's responsibility to ensure that your child makes progress and enable them to access the curriculum at their level. The School SENDCo is there to support the class teacher where required, support in making referrals to outside agencies and to offer support and guidance where required.

4. How is the curriculum matched to my child's needs?
At Biscovey Nursery and Infants' 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 differentiated 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 programme designed to meet and support the needs of that individual or group of children.

5. How do school staff support me/my child?

At all times parents will be involved in decision making around their child. As a school we do our best to meet the needs of a pupil, taking into account their own and parents views. We use a range of outside agencies who can support us as a school and these agencies will also liaise with you as parents to ensure you are happy and understand what is being discussed and agreed. We will also share individual education plans with you, so that you are aware of target areas and strategies used in school.

6. How will I, and my child, know how well they are doing?

Biscovey Nursery and Infants' 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, add comments/questions to their child's Tapestry journal, parents/carers are invited to attend termly Parent Consultations and annual reports are sent home to parents. All of 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 Teacher at your request. Parents with children who are on SEN Support or have an EHCP will also be invited to meet with the SENDCo at least termly to discuss progress and targets.

7. How can you help me to support my child's learning?

As a school we offer a range of training to support you in supporting your child. If we are not currently offering support in an area you would be interested in, please let a member of staff know and we will be more than happy to support you. We are also happy if you would like to discuss your child's specific needs with your class teacher and advise how you can support further.

8. What support is there for my child's overall wellbeing?

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 follow 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship) as a programme to support us in teaching high quality PSHE lessons weekly.

As a school, we are currently using a programme called 'Trauma Informed Schools' (TIS) – this is a programme which supports children's well-being, gives children a chance to reflect and express themselves. A 'trauma' can be something as simple as a house move, a pet dying, a change of school. We are also fortunate to have 'The Nest' which is our well-being room, with support from a trained TIS Practitioner.

9. How do I know that my child is safe in school?
At Biscovey Nursery and Infants' 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 – these people are known as our Designated Safeguarding Leads. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise. We have an Inclusion team in place who meet regularly to discuss concerns and put plans into place to reduce any risks to pupils identified.

10. How is my child included in activities outside the classroom including school trips?

Everyone is included in everything at Biscovey Nursery and Infants' Academy. 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 trips 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. On some occasions we may ask parents to accompany their child on a trip to ensure their safety. This will always be discussed with you.

11. How accessible is the school environment?

The school building at Biscovey Nursery and Infants' Academy is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom and where there are steps, there is also ramp access. We also have disabled changing facilities. Please see the Accessibility Audit.

12. How will school prepare and support me/my child through the transition from key stage 1 to key stage 2 and beyond?

As an Infant School, we are fortunate to have good links with the Junior school, we work closely together year after year to ensure a successful transition into Year Three for all of our pupils. We have transition days where our Year Two pupils spend a couple of days in their new classes prior to the Summer holidays and also plan additional trips/activities.

13. How are the school's resources allocated and matched to pupils' 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 record of need, 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 (EHCP), spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the Cornwall County Statutory SEN Team. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). These plans are individually tailored to each child on the SEN record of need 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.

The school carefully considers appropriate deployment of support staff to meet the needs of individuals or groups of children. This can take the form of:

- Whole class support, group support, 1:1 support

- Involvement in planning and assessment as appropriate
- Lead planned interventions (e.g. RWI, SALT, precision teaching for individual need)
- Behaviour support

15. How is the decision made about what type and how much support each pupil receives?

Class teachers with support from the SENDCo, discuss the individual children's needs and write an IEP which targets specific steps for each child on the Record of Need. This will ensure each child's needs are met, with specific, measurable steps to support progress. Support, whether it be through resources or adult support will be stated on the IEP and shared with parents. This ensures each child is monitored and support tailored to meet individual needs.

The funds for SEND are allocated in the following ways:

- Support staff
- External services
- Teaching and learning resources
- Staff training

15. Who can I contact for further information?

Should you require any further information please contact either Miss Bullock (Head of School) or Miss Swift (SENDCo).