



Special Needs and Disability (SEND) Report - September 2026

Name of SENDCo: Mrs Samantha Brooks

Contact email: sbrooks@andaras.org

Contact phone number: 01579 386160

Name of SEND Governor: Mrs Justine Collins

School SEND website: [SEND | Callington Primary School \(callington-jr.cornwall.sch.uk\)](https://www.callington-jr.cornwall.sch.uk/SEND)

Cornwall's SEND offer: <http://fis.cornwall.gov.uk/Synergyweb/CornwallFIS/sendlocaloffer.aspx>

At Callington Primary school we are committed to providing a valued education ensuring we give each child equal opportunities to develop:

- Self-esteem, patience and understanding of our own and other's needs.
- A reasoned set of personal attitudes, values and beliefs and respect of the beliefs and morals of others.
- The ability to work independently and as part of a team.
- Qualities of empathy, imagination and a sense of wonder.
- A lifelong love of learning.

We develop these skills through quality first teaching in all classrooms. Staff plan stimulating, interactive and fun lessons; we work outdoors when we can.

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 SEND
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life. Ensuring reasonable adjustments have been made to increase access to the curriculum and the environment.
- Please refer to our Teaching and Learning Policy for more details

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identification of individuals who require support to catch up; addressing their short-term barriers to learning; monitoring and tracking their progress.
- Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care Plan.

- All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (EHCP) are on our Record of Need

How we identify children/young people that need additional or different provision:

- Class teacher refers concerns to SENDCO through adaptations plans and ongoing discussion.
- Ongoing curriculum assessments
- Termly tracking progress using data
- Further assessments by SENDCO and, where appropriate, by external agencies

We take a holistic approach by considering 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. Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy.

How we listen to the views of children/ young people and their parents;

What	Who might be involved?	When
Informal discussions	SENDCo; teachers; TA's; Head teachers; SEND Governor; all pupils	Continual through the year
Parent Evening / Reports	Class teachers; Head teachers; parents; pupils	Termly
Assess, Plan, Do, Review meetings	Class teachers; SENDCo; Pupils on the School Record of Need and their parents.	Termly
Annual Reviews	SENDCo; Head teachers; class teacher; TA; Pupils with and EHCP and their parents; external professionals involved with the child and family	Annually unless adaptations need to be considered earlier. Two per year in early years.
Team around the child / family meetings	Individual pupils and their parents; class teachers; TAs; SENDCo; external professionals involved with the child and family	Approximately every 8 weeks
Questionnaires / Surveys	SEND pupils and parents Opportunities for all parents and pupils for general questionnaires / surveys	SEND questionnaires termly
Telephone and / or virtual communications	SENDCo; Head teacher; class teachers; TAs; parents	

The Assess, Plan, Do, Review Cycle (Graduated response):

For children placed on our Record of Need, an Assess, Plan, Do, Review cycle is established by the SENDCO in partnership with the child, their parents and the class teacher. Please see our SEND Policy for further details.

Provisions made for children on our Record of Need has included:

- Communication and Interaction:
 - Speech and Language 1:1 and/or small Group Intervention
 - Social Stories
 - Makaton

- PECs and Visual support
- Now and Next boards/Choice boards
- Task boards
- ICT programs/apps to support language
- Social curriculum intervention 1:1 and small group
- Personalised Engagement Curriculum
- Cognition and Learning
 - Learning packs and support for individual pupils with specific learning difficulties
 - Personalised Engagement Curriculum
 - Focus group and 1:1 Interventions in all areas of Literacy and Numeracy eg 'Spelling Shed; 60 minute Reads; Reading Recovery; 'Ready To Progress' and Rapid Response Personalised spelling lists
 - Targeted Additional Adult Support
 - Pre-Learning; precision teaching
 - Processing and Working Memory Intervention
 - Phonological Awareness Intervention
 - Dyslexia-friendly strategies
 - Readers
 - Scribes
 - Personalised learning spaces.
- Social, Emotional and Mental Health:
 - PE Intervention to improve confidence
 - Social/Emotional curriculum intervention 1:1 and small group
 - Play Therapy
 - Music Therapy
 - Visual Timetables
- Sensory and/or Physical Needs:
 - Individual Laptop for recording
 - Fine Motor Control Intervention
 - Specialised equipment
 - Personalised Sensory Diet
 - Sensory aids eg chews, fidgets, TheraBand's
 - Sensory items eg Weighted clothes; swivel chairs
 - Fun Fit
 - OT advised interventions
 - Access to nurture / sensory space
 - Regulation stations in each class.
 - Movement Breaks

At the start of the Summer term in April 2026, 81 children (23.01%) were on the School Record of Need. This comprised of 68 children receiving SEN Support (19.32%) and 13 children with Education, Health and Care Plans (3.7%). These figures are above national average for children receiving SEN support without an EHCP (14.2%) and below national average for children with an Education Health Care plan (5.3%)

At the start of the Summer term in April 2025, 53 children (13.98%) were on the School Record of Need. This comprised of 41 children receiving SEN Support (10.8%) and 12 children with Education, Health and Care Plans (3.2%). These figures are below the National Averages.

At the start of the Spring term in January 2025, 48 children (12.9%) were on the School Record of Need. This comprised of 36 children receiving SEN Support (9.7%) and 12 children with Education, Health and Care Plans (3.2%). These figures are below the National Averages.

We monitor the quality of our provision by Lesson Observations; Book & Planning Scrutiny; Pupil Conferencing; Learning Walks. We measured the impact of this provision by quantitative assessment and ongoing qualitative assessment.

An adaptive curriculum

Children with Special Educational Needs (SEN) are supported to engage fully in activities alongside their peers through a whole-school commitment to inclusion. Staff plan learning and wider school experiences so that pupils with SEN can participate meaningfully, using adapted tasks, adapted resources, and flexible expectations to remove barriers. These approaches ensure that children with SEN are active, valued members of the school community and able to access the same opportunities as their peers.

At Callington Primary we adapt both the curriculum and the learning environment so that children with Special Educational Needs (SEN) can access learning meaningfully and confidently. Teachers use adaptive teaching to modify tasks, simplify language, break learning into smaller steps, and offer alternative ways for pupils to record their understanding, such as using voice notes, the use of ICT, pictures, or practical activities. The curriculum is made flexible so that children can work towards the same learning goals but through personalised routes that match their needs. Alongside this, we adjust the physical and sensory environment by providing visual supports, calm spaces, movement breaks, and seating arrangements that reduce distractions and support focus. We incorporate sensory tools, such as fidget resources or ear defenders, and use clear routines to help children feel secure. Together, these adaptations create an inclusive setting where every child can participate, feel valued, and make progress at their own pace.

Adaptations we provide:

Cognition & Learning

- Extra processing time
- Scaffolded tasks
- Overlearning and repetition
- Differentiated teaching this can include personalised planning for our EHCP children
- Adapted tasks
- Adapted outcomes
- Chunked tasks
- Additional modelling
- Additional interventions and small group support, this can include pre and post teach sessions.
- The level of adult support
- Flexible grouping and supportive pair work
- Adult check in's
- Task management boards / step by step instructions supported by visuals
- Scribe and ICT support

Communication & Interaction

- Visual prompts for routine
- Clear, concise instructions
- Social communication groups
- Pair work
- Visual prompts for vocabulary
- Sentence stems
- Sentence stems supported by visuals
- Widget prompts

SEMH

- Safe spaces
- Emotional regulation tools
- Staff trained in emotional coaching
- Consistent routines
- Visuals to support regulation including now and next
- Regulation stations

Sensory/Physical

- Adapted equipment / sensory equipment
- Movement breaks
- Adjusted PE activities
- Environmental adjustments including seating and lighting.

At Callington Primary we promote the emotional and social development of pupils with Special Educational Needs through a structured, whole-school approach that prioritises wellbeing, pupil voice, and safety. Children are supported through a range of pastoral systems, including regular check-ins with trusted adults, nurture groups, and targeted interventions that develop emotional literacy and self-regulation. Staff and Governors actively seek and listen to pupils' views through pupil conferencing, worry boxes, circle time, and one-to-one discussions, and termly questionnaires ensuring that children with SEN feel heard and involved in decisions about their support. We implement clear, proactive measures to prevent bullying, weekly PSHE sessions, restorative approaches, and close supervision during unstructured times. These systems work together to create a safe, nurturing environment where pupils with SEN can build positive relationships, develop confidence, and engage fully in school life.

Evaluating the effectiveness of our provision

At Callington Primary we evaluate how effective their SEN provision is by using a mix of ongoing assessment, monitoring, and collaboration. We regularly review pupils' progress through our Assess, Plan, Do, Reviews (Graduated approach), looking at academic data, behaviour records, and feedback from staff, parents, and the pupils themselves. Lesson drop ins and observations are carried out by senior leaders and the SENDCo alongside, checking the impact of interventions, and ensure that adaptations—such as differentiated teaching or environmental adjustments—are being used consistently. We also work with external specialists to evaluate whether strategies are meeting pupils' needs. Findings are shared with families and used to refine support plans so that provision remains responsive, inclusive, and effective.

Support Staff Deployment: Support staff were deployed in a number of roles:

- SEN teacher
- Support in Classroom
- 1 : 1 in-school provision where required
- 1:1 provision off school site where required
- Small group intervention
- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- First Aid

We monitored the quality and impact of this support by Observations; Book Scrutiny; Pupil Conferencing.; Learning Walks.

Distribution of Funds for SEN: This was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Specific SEND resources eg sensory items
- Specialist Provision eg Play therapist
- Provision of a sensory / nurture spaces
- Individual provision and support at Outdoor Education Centre

Continuing Development of Staff Skills In SEN:

<u>Area of knowledge and skill</u>	<u>Staff member</u>	<u>Subject</u>
Safeguarding	All staff	
Educational Psychology – emotional support and understanding strategies	All teaching staff	Emotional coaching
Educational Psychology – A structured teaching method to improve accuracy and fluency	All teaching staff	Precision teach
Educational Psychology – A safe therapeutic intervention	All teaching staff	Draw and Talk
Regulation strategies and support	All teaching staff	Strategies to promote regulation in the classroom and how to set up an effective regulation station.
Team Teach	All teaching assistants	
Specific areas of need	All teaching staff	ASD awareness and Girls with Autism led by ASD team Cornwall.
Autism support / advocate	SENDCo and Family support	Autism champions
Social interventions	Specific staff	Lego therapy Socially speaking
Emotional support and understanding	Specific staff	Emotional Literacy TIS
National SENDCo award	SENDCo	
Motor skills intervention	SENDCo	Funfit
Specific areas of need	SENDCo	Dyslexia awareness Work, Rest and Play the Sensory Way (WRAPS)
Valuing SEND (VSEND)	SENDCo	

We monitored the impact of this training by monitoring teaching and learning.

Partnerships with other schools and how we manage transitions:

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

- Transition to Senior Schools
- Transition into Reception Class from Callington nurse and other Independent Nurseries

➤ Transition into Callington Primary School from other schools

We ensured that the transition from Nursery to Reception was smooth by regular communications, including visits, between relevant school staff, the feeder Nurseries and parents. For all year groups, the relevant school staff met to share information regarding all individual pupils during the Summer term. Some pupils on the RON had additional transition support for preparation to move into the next class. The transition of year 6 to senior schools was supported through the sharing of information between the Year 6 teacher and the schools' SENDCOs. Pupils with SEND made additional visits to the schools. Parents were included in this process wherever possible.

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 SEND Development Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact our SENDCO, Samantha Brooks or the Headteachers in the first instance. If unsatisfied with the outcome, contact should be made with the SEN Governor. This year we received 0 formal complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr A Fugill (Co- Headteacher), Mrs H Loss (Co- Headteacher), Mrs D Spurr (Parent Support), Mrs A Ede (Class teacher), Mrs S Brooks (SENDCo)

Our Accessibility Plan can be found on our website.

The School Development plan can be found on our website.

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

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed on our website.

The Governing Body approved this SEND Information Report on

Our SEND 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 Report

Author : Mrs Samantha Brooks, SENDCO Date: June 2026

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early Help aims to ensure that services to support children and their parents are there when they need them.	earlyhelphub@cornwall.gov.uk 01872322277
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support children in need.	Referrals can only be made through school,
Speech and language therapist	The speech and language therapist works alongside our school to support children with any speech and language needs.	Referrals via school or GP https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Via school, GP or The Early Help Hub Further information: https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=RRO5CoFs6cg https://www.cornwallft.nhs.uk/camhs/
Education Mental Health Practitioner (EMHP)	Support for a range of needs / mental health concerns	Referral via school.
Teacher of the Deaf	Support pupils with hearing impairment.	Via school or GP
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Via school, GP or early help hub.
Occupational Therapists	Occupational therapy can help pupils with practical tasks if they: are physically disabled, are recovering from an illness or operation, have learning disabilities, have mental health needs	Via school or GP
Autism Spectrum Team	Support for children with a diagnosis of Autism Spectrum	Referrals can only be made through school Katy Neve – Manager
Cognition and Learning Team	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties	Referrals via school https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/request-for-involvement-of-sen-support-services/
Physical and Medical Team	This service can advise on equipment, resources, the environment, ICT and offer advice on pupils with Developmental co-ordination Disorder (DCD)	Referrals via school https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/request-for-involvement-of-sen-support-services/
SENDIASS – Special Educational Needs & Disability Information, Advice and Support Service	Independent, confidential and impartial advice for parent / carer of a child or young person (aged 0-25) with a special educational need or disability.	https://cornwallsendiass.org.uk/