



Special Educational Needs and Disabilities Information Report 2025 – 2026

Government Legislation requires us to publish a report called the **SEND Information report** (which complies with section 69 (2) of the Children and Families Act, 2014, the Special Educational needs and Disability regulations 2014, and the SEND Code of Practice January 2015).

Mission statement

“Our curriculum is individually tailored to the needs of each individual child and is highly differentiated to ensure that all children feel safe to leave their comfort zone, enabling them to achieve more than they thought possible.”

The children of Five Islands School are the life of our school, all decisions and developments are made with their well-being and success at the forefront of our minds. We know that children only get one childhood, and our goal is to make sure that each learning journey is a positive and rewarding one. We encourage all of our children to work to the very best of their ability and offer an extensive range of stimulating experiences to ensure that every child has access to an exciting and inspirational education.

Some children find certain aspects of their learning challenging. 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 young people and we aim to fully extend their academic and social development. Throughout their time at our school, pupils may receive varying levels of support according to their changing needs and circumstances. The school is fully inclusive and able to cater for all pupils regardless of disability.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The Governing body and teaching staff will strive to ensure that the necessary provision is in place for any student who has special educational needs and/ or disabilities. They will ensure that, where the Headteacher or the appropriate governor has been informed by the LA that a student has special educational needs and/or disabilities, those needs will be made known to all who are likely to teach them, along with other colleagues as appropriate.

The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs and/or disabilities.

All staff will ensure that students with special educational needs and/or disabilities join in the activities of the school together with students who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. We work in accordance with the Single Equality Scheme.

This SEND information report is co-produced by the SENDCo, Principal, Senior Leadership and SEND teams, it incorporates our Academy offer, which lays out provision available for students with Special Educational Needs and Disabilities here at Five Islands Academy.

Details of the school's SEN provision can be found on the website and details about the Isles of Scilly SEND provision can be found in the Isles of Scilly Local Offer on their website.

Who's Who?

The name of the Special Educational Needs and Disabilities Co-ordinator (SENDCo) for Five Islands Academy is Mrs Charlotte Jewell, she can be contacted on 01720 424865 or charlottejewell@fiveislands.org. The name of the Executive SENDCo for LEAP is Mrs Vikki Rolls, she can be contacted on 01726 832 824 or vrolls@fracademy.org.

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor is Jeremy Brown and will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

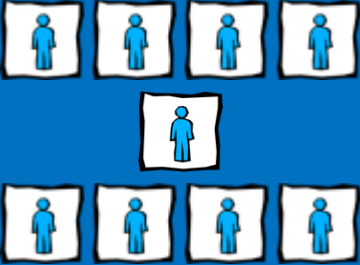


The headteacher is Rachel Lewin and will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Each class/subject teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

Support and Provision at Five Islands Academy: September 2025-26.

<p>Our School Offer: 2025-26</p>	<p>Wave 1 Whole School Approaches. Universal offers to all our students.</p> 	<p>Wave 2 Additional targeted support and provision.</p> 	<p>Wave 3 Specialist and individual support and provision.</p> 
<p>The Curriculum</p>	<p>The curriculum is designed to ensure the inclusion of all students:</p> <ul style="list-style-type: none"> • A broad and balanced curriculum is offered to all our students. • Inclusive and differentiated teaching strategies. • Pre-teaching vocabulary • Specialist teaching staff. 	<ul style="list-style-type: none"> • Curriculum provisions which include small group work and specialised interventions. • Accelerated Reader to help support literacy and promote a love of reading. • Small group interventions include; reading fluency, reading comprehension, SPaG, Handwriting and fine motor skills, Speech and Language, Phonics, Maths, Social Skills 	<ul style="list-style-type: none"> • Students with SEND can access the curriculum with adult support as appropriate. • In exceptional circumstances, students can be disapplied from some subjects in agreement with all involved. • Personalised timetables as appropriate. • Ongoing review of IPMs • Regular contact with parents. • Support from specialist professionals. Multi agency meetings to review areas of difficulty and levels of support.

	<ul style="list-style-type: none"> • Streamlined options routes, tailored to students' ability and needs. • Homework clubs. • Whole school PSHE Jigsaw program with a 5 year curriculum road map designed to help all students become the best versions of themselves. • All students have an individual iPad and access to Firefly (Secondary) and SeeSaw (Primary), the school's digital curriculum to help them access learning both in school and remotely if needed. • CPA approach in Maths 		<ul style="list-style-type: none"> • Home/school communication books or electronic equivalent, . • Students are offered access to The Harbour and Compass Room and Cabin in both Primary and Secondary, with support to complete their studies and help to ensure their mental health and wellbeing. • Students receive individual timetables, curriculum resources and exam access arrangements which include all internal assessments. • Support Flow Charts.
<p>Teaching & Learning</p>	<ul style="list-style-type: none"> • Dyslexic friendly strategies used across the school. • Effective use of ICT across the curriculum. • Differentiated tasks matched to need. Lessons are carefully planned using a multi-sensory approach and 	<ul style="list-style-type: none"> • Individual ICT options where needed, including specialist ICT programs for student use. Strategies for specific needs distributed and shared amongst staff. • TA support where appropriate across lessons. 	<ul style="list-style-type: none"> • The Harbour, our learning support and pastoral hubs for both Primary and Secondary. • 1:1 TA support for students who need more intensive, personalised support through the EHCP pathway.

	<p>include clear stages and regular progress checks</p> <ul style="list-style-type: none"> ● Learning Targets are displayed and discussed. All students are clear about the target for each lesson. Students' learning is regularly marked and extended where appropriate. ● Effective feedback is used to move children on in their learning. ● Opportunities for reflection on learning by all. ● Maths and English is a priority for all staff: key vocabulary and key terms are displayed and discussed. Alternative ways of recording are used. Clear and consistent behaviour policy embedded and applied school wide. High expectations are made explicit. ● Variety of individual, pair and group tasks in all subjects. 	<ul style="list-style-type: none"> ● Seating plans to ensure positive learning relationships in all classrooms. ● Teaching Assistants/class teachers work with small groups to; <ul style="list-style-type: none"> Ensure understanding, facilitate learning, foster independence and encourage focus ● Independent student learning is supported using technology, for example: iPads for all, Reading Pens, Talking Tins, Bluetooth keyboards, Dictation software ● Exam access arrangements are put in place for both internal/external assessments in both Primary and Secondary. ● Homework support is available. ● Additional visual clues and guidance. ● Individual targeted questioning. ● Time and support given before responses are required. 	<ul style="list-style-type: none"> ● Outreach from special schools is requested for advice on teaching and learning. ● Class teacher, tutor or TA in attendance at EHC plan review meetings to inform future planning. ● Specialist resources and equipment. ● Support from external agencies.
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	<ul style="list-style-type: none"> • Children have learning partners (Primary) 	<ul style="list-style-type: none"> • Use of BDM steps in Secondary and ABC in Primary to support independent progress through lessons. <p>(BDM = Beginning, Developing, Mastering)</p> <p>(ABC = Acquire, Build, Create)</p>	
<p>Self-Help skills and independence</p>	<ul style="list-style-type: none"> • Personal Social Health Education (PSHE) as part of a Jigsaw curriculum, with students receiving x2 timetabled sessions a week during Tutor time for KS3, and KS4 and weekly sessions for KS1 & KS2 • School wide rewards system, including Da Vinci Awards for individual students in Secondary, Star of the Week in Primary and house points and stickers through school • Student council reps and House Captains across all year groups. • Student Crews across the school 	<ul style="list-style-type: none"> • Small group interventions with defined success criteria. • Where Teaching Assistants are in the classroom, they facilitate independence. • Students have access to; visual timetables, social stories, prompt cards. • Access to MHST Lead or other trusted adult. • Time to talk. • TA's modelling/supervision at play and other unstructured times. • Use of Task Boards. • Intimate Care Plans with targets working towards independence. 	<ul style="list-style-type: none"> • Where Teaching Assistants are in the classroom they facilitate independence. • Practical plans for assisting physically impaired and disabled students where needed. • Supported access to extra-curricular activities where appropriate. • Break and lunchtime supervision where appropriate, in the Harbours if needed. • Individualised rewards and incentives. • Referrals to external agencies, community groups and social inclusion schemes. • Students have access to the Harbour / compass / cabin with support to complete their studies and help to ensure their mental health and wellbeing.

	<ul style="list-style-type: none">● Focus on independent and effective learning skills, developing our students' growth mindsets● Regular marking and feedback to inform next steps● Access to clubs for homework completion for all Secondary year groups● Independent homework tasks, including access to our VLE Firefly● Wide variety of extra-curricular activities.● School nurse drop-in and referral system● Head students● School accessibility plan● Work experience program for students in year 10, and careers planning and next steps programs as part of PSHE● Project weeks through school to ensure our students understand the importance	<ul style="list-style-type: none">● Students have personalised equipment to help them learn.● Adapted curriculums where needed.● Careers liaison with Trust schools, offering targeted support including Vocational Profiles.	<ul style="list-style-type: none">● Students receive individual timetables which are monitored and updated appropriate to students changing needs
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	<p>of creativity, resilience and develop the skills to lead their own learning</p> <ul style="list-style-type: none"> • Restorative practice to promote discussion and find solutions 		
<p>Health, well-being and emotional support.</p>	<ul style="list-style-type: none"> • We are a Restorative Practice school. • Ensuring that we listen and respond to our students' voices. • Positive learning environment with excellent staff role models. • Displays around school celebrating student's achievement. • Focus on developing confidence and self-esteem. • Student issues are dealt with by staff as they arise • Designated safeguarding lead and five Deputies • Risk assessments for all off-site activities and individuals (as needed). 	<ul style="list-style-type: none"> • Support Flow Charts, R-system in Secondary and Cards in Primary. • Access to the Harbour for planned breaks, and sensory interventions in both Primary and Secondary. • Developing graduated response, where students are supported with Assess Plan Do Review process with specific measurable SMART targets. MHST Lead for referrals to the • Mental Health Schools Team. 	<ul style="list-style-type: none"> • Students have a key worker who supports their emotional health and well-being. • Early Help referrals • Team around the Child (TAC) meetings. • Child in Need (CIN) meetings. Annual Review, EHC Plan review meetings. • Regular contact with parents and carers as required. • Referrals to external partner agencies including CAMHS • Joint working between parents, school and multi agencies.

	<ul style="list-style-type: none"> • All staff receive regular safeguard training updates, including Prevent strategies. • Attendance Lead to monitor and support students' attendance. • School nurse drop-in and referral system. • First Aid team trained to ensure the safety of students. • Range of school policies (please see policies on school website). 		
<p style="text-align: center;">Social Interaction.</p>	<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need. • Daily tutor time in Secondary. • Wide variety of extra-curricular activities. • Project weeks promote community spirit and interaction. • Strong links with mainland schools for sports 	<ul style="list-style-type: none"> • Small group social skills intervention and program – • Zones of Regulation, Lego Therapy • Behaviour support interventions. Restorative sessions. Break and lunchtime supervision where appropriate, in the Harbours if needed. All staff encourage and support social interactions for students with additional needs. 	<ul style="list-style-type: none"> • Individual adaptations to timetables and grouping within lessons, to allow for cooperative learning with others. • The TIS approach, used across the whole school with all staff having received whole school TIS training. • Buddy system is available. • Meetings with parents to discuss and plan opportunities to ensure that individuals can access all events/activities. • Social stories both for preparation and resolution.

	<p>competitions and training. Extra-curricular trips, both</p> <ul style="list-style-type: none"> • domestic and abroad are encouraged and will be running again as soon as possible. • Work experience in year 10. • Sports days (whole school) • Regatta (whole school) • May Day (Primary) • Celebration Assemblies Year 11 and Year 6 leavers activities. 	<ul style="list-style-type: none"> • Support to access extra-curricular activities and trips if needed • Peer mentor/buddies for vulnerable children and young people. 	
<p>Accessibility and safety of the positive physical environment.</p>	<ul style="list-style-type: none"> • All areas of the school are uplifting, positive and support learning. • All areas on St Mary's base are accessible. Well-lit and resourced environment. • Visually clear classrooms Stimulating external play areas • Accessible toilets • Appropriately sized tables, chairs and furniture for each 	<ul style="list-style-type: none"> • Management of medical needs such as Type 1 • Diabetes, etc. Including liaison with medical professionals. Non-slip, non-breakable equipment. • Adapted PE equipment available • Some toilets adapted by height • Adjustable chairs/tables available 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent • Classrooms/halls/corridors are accessible for young people with sensory needs • Designated teaching areas for identified students • Dedicated resources matched to students behavioural, social and learning needs with individual motivators and rewards.

	<p>class to give full access for all students</p> <ul style="list-style-type: none"> ● Students feel safe in an environment where bullying is dealt with effectively ● School site risk assessments. ● In school risk assessments, including for all practical activities. ● Fire safety evacuation plans and Lockdown procedures ● Building management and in-house site manager. ● School Nurse drop in and referral system. ● Qualified teachers in all specialist subjects. ● Medical First Aid team. ● Safeguarding team. ● Anti-bullying policy. ● Equality and Diversity policy. ● SEND Policy, including this information report. ● Displays celebrating success in classrooms and corridors. 	<ul style="list-style-type: none"> ● Access to specialist areas such as the Harbours. ● Quiet areas for reflection 	<ul style="list-style-type: none"> ● Liaison with external professionals. Care plans written with medical professionals and parents/carers where needed. ● Individual student's risk assessments, Support Flow Charts where appropriate.
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	<ul style="list-style-type: none"> ● Lift, maintained and accessible for all students who need to use it. ● Structured rules for students moving around the building during transition times. ● Duty staff. ● Entry system, to incorporate separate staff, student and visitor entrances. ● Positive Handling training for appropriate staff 		
<p>Transition: From year to year and setting to setting.</p>	<ul style="list-style-type: none"> ● Opportunities for all parents to meet their child's new teacher from Primary. ● Home/school visits for pre-school and reception children. ● Transition programme set up for new Reception children. ● Pass up days for children to meet new teacher and see classroom (Primary) ● 'Meet the Teacher' for parents to hear about the year ahead for their child (Primary) 	<ul style="list-style-type: none"> ● Extended transition for vulnerable students as identified by Primary School staff. ● Extra transition visits for vulnerable year 11 students. Individual support for vulnerable students from SENDCo or DDSL. ● Tailored information and guidance for vulnerable students. ● 'Buddy' or peer systems are in place for students who are 	<ul style="list-style-type: none"> ● 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 the school, environment etc. ● Early identification of key worker to help build familiarity and support SEMH ● On occasion, students may have a key worker who transitions with them from Primary into Secondary. ● 1:1 visits to Secondary start early in Year 5 ● Advice from other agencies to support individual transition in Y11

	<ul style="list-style-type: none"> ● Meetings held between present and next teacher to give comprehensive information about progress, needs and circumstances. Taster days for students in Y6 including boarding. ● 'Meet the Tutor' events held termly (Secondary). Careers event, Year10 college trip, assembly and PHSE sessions ● Collaboration Fridays (Primary) ● Vertical groupings for Crew meetings and House events ● Virtual tours ● Mundesley boarding house events ● Information and guidance for all students in year 9 with regards to options, and in relation to college preferences ● Year 10 work experience ● Year 11 College taster days, College transition assemblies, visits and interviews. 	<p>particularly vulnerable at transition</p> <ul style="list-style-type: none"> ● Transition booklets tailored to individual needs to include pictures of new teachers, teaching assistants, support staff, timetables Visual cues/photographs/individual internal visits to promote positive transition. 	<ul style="list-style-type: none"> ● EHCP annual review meetings. College SENDCo's invited to attend year 11's annual EHC plan review meetings.
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	<ul style="list-style-type: none"> Year 11 College applications completed during tutor time. 		
<p>Working in partnership with parents and carers.</p>	<ul style="list-style-type: none"> The school works in partnership with all parents and carers. The parents/carers of all students are invited to attend parent/carer evenings We have open afternoons each term for parent/carers to visit their child's class, see their learning and real outcomes and celebrate with children and staff (Primary) Student reports are sent home every quadmester (Secondary) Parents know exactly who to contact if they have any concerns We have a Home/School agreement Primary children have reading journals that are also used for communication 	<ul style="list-style-type: none"> The school works in partnership with all parents and carers. Parental meetings with tutors, SENDCo, Leadership team, DSL, Headteacher as appropriate. IPM termly reviews with parent/carer, student and staff involved with that child Handovers at beginning and end of day if appropriate 'Soft starts' FunFit x5 per week Police Community support and involvement. Liaison with Parent/Carer Forum 	<ul style="list-style-type: none"> Parent/carers are supported in attending and are actively involved in all meetings and reviews. Parent/carer views are an integral part of meetings and SEN reviews All documentation is presented in a format that is accessible to individual parents Parents are encouraged to join in with school trips. Parent/carers are invited to meetings with Headteacher/SENDSCO/Teachers/Tutors /TIS Practitioner as well as other outside agencies – Early Help, Educational Psychologist, Autism advice line, School Nurse, Children's Social Care EHCP annual review meetings and interim reviews as appropriate. Team around the Child (TAC) meetings. Child in Need (CIN) meetings. Child Protection (CP) meetings. Regular contact with parents and carers as required.

	<ul style="list-style-type: none"> • Seesaw in EYFS allows parents and staff to communicate • We send out a weekly newsletter. • We operate an email service to alert parents to any specific news. • We have Facebook and school website which enables parent/carers to see and understand more about what their child is learning. • Regular questionnaires for both parents/carers and students. 		<ul style="list-style-type: none"> • Referrals to external partner agencies. • Email updates and communication with SENDCo, tutor, class teacher and support staff • Meetings to be held between SENDCo, DSL when needed. • Signposting to the SENDIASS team and other appropriate external agencies.
<p>Listening to and responding to our students.</p>	<ul style="list-style-type: none"> • The views and opinions of all students are valued. • • Student voice is represented in all aspects of school. • Informal discussions where staff listen to student voice. All students have PHSE delivered through school (JIGSAW) 	<ul style="list-style-type: none"> • Students with SEND are included in all consultation groups • Additional provision is developed in light of student voice. • Students are involved in setting their own targets through IPM reviews 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • EHCP annual review meeting, including 'Pupil contribution' completed by the student in a media of their choice, with help where appropriate. • Students are involved in person centred planning and target/outcome setting. • All documentation is presented in a format that is accessible to the student.

	<ul style="list-style-type: none"> • Student voice is heard through; Co-production, Consultation, Focus groups, Questionnaires • Access to 'trusted adult' (class teacher, Tutor, TA) • We have a Mental Health Lead • Student Leadership teams • Student Council • Circle Time • Parent Workshops 		<ul style="list-style-type: none"> • Individual personalised timetables take into account sensory processing issues and need for rest breaks. • 1:1 support is targeted and measured by 'matching' the right adults to each child to reduce anxiety and promote confidence and self-esteem.
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Answers to Frequently asked Questions:

How does Five Islands Academy know if children need extra help and what should I do if I think my child may have Special Educational Needs?

- We follow the guidelines as set out in the SEND code of Practise, 2014 and are developing our graduated response to include the Assess, Plan, Do and Review process.
- Internal assessments through school advise appropriate curriculum provisions, differentiations and personalised interventions where necessary.
- Parents or carers who feel their children may need specific support are advised to contact the SENDCo, who will then review their child's specific needs in conjunction with their class teacher/tutor, and subject teachers. This could involve referrals to external support agencies, or a period of monitoring before a decision is made as to whether the student does have a special educational need or not.
- Termly pupil progress meetings between teacher / tutors and SENDCo are used to monitor and identify potential additional needs.

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

- All teachers are responsible for the progress of their individual classes, and the students in them regardless of SEND or ability.
- Class teachers (Primary) and Form tutors (Secondary) support the overall progress of students, via our Assess, Plan, Do and Review process (IPMs).
- The SENDCo is responsible for the overseeing of SEND provision and having an overview of the progress for all SEND students.
- The Headteacher has the responsibility and overview of all students, including SEND students.

How will the curriculum be matched to my child's needs?

- Progress and Attainment data, plus SEND information will be used to guide provision across the curriculum, including further through the school where subjects are set. Though it is important to note we do not set a ceiling point on our students' abilities and like to set aspirational targets to motivate our students to achieve further.
- Depending on need, small group provision and interventions may be given to students to help develop literacy, numeracy, organisational and social skills. Specialised targeted interventions can be offered as the need arises.

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

- Communication with form tutor (Secondary) and class teacher (Primary) is key to children's progress and wellbeing.
- Progress reports, including attitude to learning are shared with parents/carers.
- Parents' evenings are organised throughout the year, for each year group, and at key points through the academic year.
- You are able to contact the class teacher, tutor, or SENDCo for more information on your child's progress, or if you would like extra support.

What support is there for my child's overall well-being?

- Five Islands Academy is working to ensure that 'All teachers are teachers of children with Special Educational Needs and Disabilities', we seek to adopt a positive and empathetic approach to learning where a child's well-being is considered, not just their academic progress.
- Our staff team includes a designated safeguarding leader, attendance lead, SENDCo and SEND team, and we work closely with the external agencies where appropriate.
- Parents and carers are encouraged to communicate with us any information they may think is relevant or useful, helping to build a bigger overall picture of our students and how we can help support them through any difficult times that may arise.
- PSHE is taught through school, as well as targeted through our Project Weeks.
- We have a full-time Wellbeing Practitioner and primary and Secondary Harbour spaces available to pupils as well as the Cabin and Compass rooms.

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

- All of the points above work to keep children safe in school.
- All legal safeguarding requirements are fully in place, including our policies and procedures.
- All Health and Safety requirements are fully in place, including our policies and procedures.
- Home to school contact is made on days of absence.
- Designated safeguard lead, and a designated Attendance lead.

What specialist services and expertise are available at or accessed by your school?

- Education Psychology Service
- Autism Advice Service
- Occupational Therapy, including the WRAPs pathway
- Physiotherapy
- Community Paediatricians
- School nurse
- Specialist nurses e.g. diabetes and epilepsy
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Speech and Language Service
- YEP!
- Cornwall Virtual Schools
- ND Assessment Team Cornwall

What SEND qualifications does your SENDCo have, and what SEND training do your staff have?

- The SENDCo, Charlotte Jewell, who has overall responsibility of SEND, holds a BSc (Hons), QTS status, NPQH and a PGCE for the National Award for SEND co-ordination via the Institute of Education.
- All staff at Five Islands Academy participate in annual training, including those training areas related to SEND.
- The SENDCo will be responsible, working closely with her line manager, to audit the staff training needs related to SEND and then arrange or deliver regular and appropriate updates, inset sessions, and bespoke training if a need arises. Lesson observations, learning walks, and book looks will all form part of the CPD process for the SEND department, with the effectiveness of these being reviewed annually.

How will my child be included in activities, including school trips, outside the classroom?

- As a school we aim to be inclusive, we aim to offer all opportunities to all children who attend our school.
- We provide adult support within our extra-curricular clubs, activities and trips, and can arrange individual plans if needed to ensure all our students are able to participate in activities where they wish to.

How accessible is the school environment?

- The buildings and grounds are fully accessible to all students, parents, carers and visitors. There is disabled access throughout the whole of the building, including ramps, disabled access toilets and showers, and lift access points.
- We adhere to DDA compliance policies, and annually review the accessibility plan, available via the school website.

Who can I contact for further information?

Please contact the SENDCo in the first instance, via any of the communication methods listed below. This includes if you feel the Local Offer is not meeting your child's needs or being delivered.

How is the school's offer reviewed?

- The SEND information report, and our school offer, will be reviewed and adapted as required, and re-issued annually for the start of each new academic year.

If you have a specific question that has not been answered via the above, please do contact us by using any of the methods below:

- **01720 424850:** The receptionist will note down your enquiry and pass it to the SENDCo or any other relevant member of staff, or you can ask to speak to the SENDCo directly.
- You can email the SENDCo directly; chlottejewell@fiveislands.org