



The Aspire Academy Trust

Our Special Educational Needs and Disability (SEND) Information Report and Local Offer September 2025

Mawgan in Pydar School is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The education we provide is tailored to meet individual needs both inside and outside of the classroom environment. Staff at Mawgan in Pydar School are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are passionate about the early identification of children's special educational needs; provision mapping is used to ensure additional interventions are implemented for pupils of all abilities. We listen to and work in partnership with families and seek support from partner agencies when it is needed. All children are included in everything we do at their own level.

The 'Graduated Approach' describes the process by which we identify and support children with SEND. There are three levels of support and provision offered by our school:

1. Universal provision – all children in our school receive this first wave of provision
2. Additional, targeted support and provision – some children who are not making expected progress may access some of this second wave of provision
3. Specialist, individualised support and provision – specific individuals with more significant needs may access additional provision through this third wave of provision.

Link to Special Educational Needs Policy
[Please see website \(Click here\)](#)




Link to Equality and Diversity Policy
[Please see website \(Click here\)](#)

Link to Access Plan
[Please see website \(Click here\)](#)




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The levels of support and provision offered by the Aspire Academy Trust




1. Student Voice - 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> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued (United Nations Convention on the Rights of the Child UNCRC Article 12). • 'I wish my teacher knew' box in each class for pupils to share their thoughts and feelings. • Pupil Conferencing takes place termly. • Termly Parent's evenings for all pupils and parents/carers. • Each class has School Council reps who meet termly and represent the views of pupils in their class. • Each class has Eco Council reps to represent the views of pupils in their class. • Weekly PSHE sessions include class discussions. • Whole School Assemblies focus on key values. • Talk partner/ group work during lessons. • Pupils' self-assess their learning in each lesson. • Pupils' respond to 'next step' comments in their learning books. 	<ul style="list-style-type: none"> • Pupils with SEND are included in all pupil conferencing. • Additional provision is developed in light of pupil voice where appropriate. • 'Time To Think' sheets and discussions encourage pupils to reflect on their behaviour. • IPMs (Individual Provision Maps) ensure pupils' involvement in forming their own targets and provision. • Pupil Passports enable students to share what makes them happy and how they like to be supported. • Small group or 1:1 targeted intervention to improve the mental health and wellbeing of pupils, developing emotional literacy in children to help them understand the links between their thoughts, feelings and behaviours. • Time to Talk, Draw and Talk, and TIS therapy sessions enable pupils, who are having difficulties, to express their emotions. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of pupils. • Pupils' views are an integral part of TAC (Team Around the Child) meetings and SEND reviews. • School Nurse, Family Support Workers (FSW), Mental Health Support Team (MHST), CAF/CASS, Social Workers and Therapists meet with pupils in school. • Our Educational Psychologist delivers bespoke pieces of 1-1 work with pupils and their families. • MHST (Mental Health Support Team) support individual children who struggle with anxiety and/or low mood.




2.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> 
<ul style="list-style-type: none"> • The school works in partnership with all parents/carers. We have an open door policy. • Parents/carers are invited to attend parent/carer consultations each term. • Parent/carers know exactly who to contact if they have any concerns. • School website is a central point of all information related to school life and we have enhanced our communication links via a social media platform. • Regular emails and newsletters from the Head of School and school administrators ensure effective communication with the local community. • Termly class letters from the classteachers inform parents/carers of what their children are learning. • Parents/carers are informed of their child's progress and targets on mid term and end of year reports. 	<ul style="list-style-type: none"> • Parent/carers are involved in decisions to place their child on the Register of Need and are consulted on the additional support their child will receive. • Parents/carers are invited to comment on their child's progress on IPMs. • Parents/carers are informed of their child's targets on IPMs. • Families are invited to attend extra-curricular activities, where appropriate. • Families are invited to attend information sessions re: supporting their child at home, e.g. parenting skills, literacy and numeracy skills, independent homework. • Websites are available to support parents with homework. • Parents/carers are able to contact school re: concerns at any time. • Staff make themselves available to all parents/carers who require or are identified as requiring additional support. 	<ul style="list-style-type: none"> • Parent/carers are actively encouraged to contribute to pupil's school experience and contribute to targets/action points at termly SEND review meetings as part of our Assess, Plan, Do and Review cycles. • Parents' views are an integral part of TAC (Team Around the Child) meetings. • Parent/carers are supported when meeting with a range of partner agencies/professionals with their role being fundamental to ensure engagement with support. • Documentation is presented in a format that is accessible to individual parent/carers. • Parents/carers are encouraged to join in with school trips, where appropriate. • Parents/carers are encouraged to engage in one-to-one reading within school.

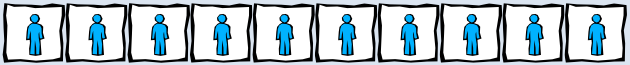
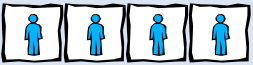

3.The curriculum

<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> 
<ul style="list-style-type: none"> • Curriculum designed to ensure the inclusion of all pupils. • All pupils access the full curriculum. • Curriculum differentiated to meet a wide range of needs and learning styles. • All pupils are able to boost their independent learning and literacy skills. • Termly Pupil Progress meetings analyse pupil progress and attainment and ensure pupils' needs are met. • Equipment accessible to all, e.g. writing slopes, pencil grips, fiddle toys, wobble cushions, coloured overlays, etc. • Assessments used to identify specific support required: <ul style="list-style-type: none"> - Accelerated Reader STAR tests - NTS tests for Reading and Maths - White Rose Maths assessments - EYFS RBA, EEX Baseline, Wellcomm - EYFS Reading Fluency assessments - RWI assessments - Writing frameworks - Pre-key stage frameworks - Phonics testing - Times table tests - Cherry Garden tracker 	<ul style="list-style-type: none"> • Assessments (including dyslexia screening) are used to identify students who need specific interventions. • Standardised tests used to measure reading and spelling ages. • Intervention packages are bespoke and needs led. • The progress of pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group intervention includes: <ul style="list-style-type: none"> - Literacy (reading, comprehension, spelling, handwriting, phonics) - Maths (number, place value, times tables) - working memory - pre-teaching vocabulary - misconception follow up - speech and language - keyboard skills - motor and co-ordination skills - social skills - emotional support 	<ul style="list-style-type: none"> • Pupils are supported in following their interests, and chosen curriculum, regardless of their special needs and/or disabilities. • Pupils with special needs and/or disabilities can access the curriculum with adult support, as appropriate. • Pupils with special needs and/or disabilities can access the curriculum at their age appropriate ability. • Advice and support from partner agencies on how to adapt the curriculum to meet individual pupils' specific needs. • SMART targets for individuals are devised collaboratively by class teachers and relevant partner professionals. • One to one intervention includes: <ul style="list-style-type: none"> - Reading, spelling, phonics (Phonological Awareness, Toe by Toe, Precision Teach) - Speech and Language - Emotional support (TIS therapy, Draw and Talk, MHST) • In exceptional circumstances, pupils can be disapplied from some subjects.




4. 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> 
<ul style="list-style-type: none"> • All students have access to Quality First Teaching from a qualified Teacher. • Lessons are carefully planned and adapted to ensure clear differentiation for a range of abilities, learning styles and interests are catered for. • 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 pupils. • Lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Preferred learning styles are used. • Learning Intentions are displayed and shared with all pupils. • Differentiated Success Criteria are shared with all pupils. • Pupils' work is regularly marked and appropriate feedback is given. • Literacy/Maths is a priority: key vocabulary is displayed and discussed. • Alternative ways of recording are used. • Good quality training and CPD for all staff. 	<ul style="list-style-type: none"> • Staff work closely together to ensure pupils with additional needs receive targeted support. • Children requiring additional support are identified on our Provision Maps, showing what type of support is needed. • Staff work with small groups to: <ul style="list-style-type: none"> - pre-teach vocabulary - facilitate learning - ensure greater understanding - foster independence - raise self-esteem and confidence • Alternative recording systems are used, e.g. laptops, ipads, Assistive Technology, talking pens. • Coloured acetates and paper is available to use. • IPMs list SMART targets for pupils on the Register of Need. 	<ul style="list-style-type: none"> • Personalised and highly individualised learning tasks to meet individual needs. • Advice and support from partner agencies on how to adapt teaching to meet individual needs. • SMART targets are devised and reviewed termly. • One to one support for pupils who require more intensive support, e.g. those with complex needs, physical disabilities, sensory needs, visual impairment, etc. • Individual behaviour systems implemented. • Personalised timetables implemented. • Special examination arrangements are implemented (in line with DfE Guidelines) in response to identification of individual needs, e.g. readers, scribes, rest breaks, additional time, etc.

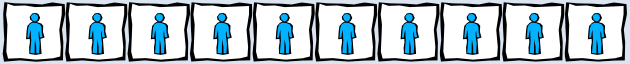
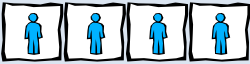

5. Self-help skills and independence

<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> 
<ul style="list-style-type: none"> • All staff are committed to promoting independent learning. • Adults model learning tasks clearly so pupils can work independently. • Tasks are well differentiated so that pupils can complete them independently. • Resources are clearly labelled and easily accessible. • Self-help displays encourage independence (e.g. 5Bs, SNOT, Growth Mindset). • Effective use of IT further supports independent learning. • Consistent routines and behaviour expectations. • Pupils self-assess their learning. • Pupils encouraged to edit their work and address next steps in their learning. • PSHE curriculum covers aspects of self-help and independence. • Behaviour Agreement encourages children to be independent by rewarding independent learning. • All pupils have the opportunities to attend school trips and residential. 	<ul style="list-style-type: none"> • Pupils with additional needs have access to individual resources to support them, e.g. visual timetable, now and next board, 'my task' sheet, prompt cards, learning mats, coloured overlays, reading rulers, timers, alphabet strips, number lines, etc. • Group interventions promote independent learning by targeting specific needs. • Emotional support intervention encourages pupils to recognise and address their own emotional needs, and encourages positive social interactions and self-esteem. 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with pupils 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, e.g. asked peers, checked books, etc. • Communication aids, e.g. PECS, photo prompts, personalised visual timetables. • Intimate Care Plans and Risk Assessments, following advice from partner professionals, aim to develop pupils' independence. • Individual behaviour charts promote self regulation.




6. 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> 
<ul style="list-style-type: none"> • The contributions of all pupils are listened to and valued. • Behaviour Agreement ensures clear expectations of pupils, with consistent rewards and consequences. • Positive learning environment and staff-pupil relationships ensure pupils have a trusted adult they can talk to. • A whole school 'Trauma Informed Schools:UK' 'approach is modelled by all members of staff. • Each child's day starts with meet and greet and feelings chart. • Boxall screening 'universal' of each pupil bi-annually to identify pupils in needs of additional SEMH support. • Protective Behaviours programme helps pupils understand the link between their thoughts, feelings and behaviours to keep themselves safe. • Pupils' issues are dealt with effectively and clear records kept. • Assemblies focus on key values. • PSHE lessons include Character Education, RSE, and drugs and alcohol awareness. • Buddies are trained to support peers. 	<ul style="list-style-type: none"> • Boxall screening 'comprehensive' of individual pupils carried out, as required. • Small group interventions focus on developing pupils' self-esteem, social skills, life skills, anger management, and regulating emotions. • Emotional support intervention enables pupils, who are having difficulties, to express their emotions. • Social stories used to help pupils understand specific social situations. • Vulnerable pupils are able to take time out in a quiet space at break and lunchtimes. • Parenting support for families that require support in ensuring their children's emotional needs are met. • Counselling support services can be accessed. • School nurse service is available through parental or school referral. 	<ul style="list-style-type: none"> • Boxall screening 'comprehensive' is used to tailor provision to need. • TACs, SEND meetings and SEND reviews are supported by a range of agencies. • One to one emotional support sessions available. • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - MHST (Mental Health Support Team) - EHH (Early Help Hub) - Family support - CAMHS - Social Care - Dreadnought - Penhaligon's Friends - Hearing support • Pupils with specific medical conditions have individual health care plans.




7. 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> 
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction regardless of need. • Talk partners and peer support encourage good interaction with peers during lessons. • Range of resources available at lunchtimes to facilitate play. • Staff in the playground encourage participation in activities such as skipping, ball games, imaginary play or directed towards other activities to facilitate social interaction. • School Council and Eco School representatives play an active role in leading school improvements and ensure all pupils' views are heard. • PE lessons encourage team work and positive social interactions. • A wide variety of extra-curricular clubs are available for all ages. • All pupils share enriching experiences of school trips and visitors. • School trips, including Forest School, promote positive social interactions. • KS2 pupils have the opportunity to attend residential experiences. • KS2 playtime buddies. • Robust secondary transition. 	<ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools. • More able pupils are encouraged to take part in multi-school sessions at the local secondary schools. • All children, including those with specific talents are encouraged to join clubs held within the community. • Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Social stories are used to develop understanding of social situations. • Additional transition visits arranged for vulnerable pupils. 	<ul style="list-style-type: none"> • Pupils are individually supported by TAs to enable their attendance at after school clubs or events when appropriate. • Reasonable adjustments are made to all activities to ensure participation of all pupils. • 1:1 speech and language therapy sessions develop social interaction skills. • Pupils with social communication difficulties are supported to ensure they have plenty of positive social interaction opportunities. • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - Neurodevelopmental team - CAMHS - DCD team - ASD team

8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including pupils with SEND. • Wheel chair accessible classrooms. • Pupils feel safe and in an environment where bullying is dealt with effectively. • Staff in the playground encourage participation in activities such as skipping, ball games, imaginary play or direct towards other activities to ensure safe play. • There is a named Designated Safeguarding Lead (and deputies) and a named Designated Teacher for CIC. • All areas of the school endeavours to be an uplifting, positive and supportive learning environment. • Classrooms are calm and organised with clearly labelled resources. • Displays are clear and clutter free and learning environment is accessible to all. • Teachers focus on rewarding positive behaviour to promote a positive learning environment. • Portable devices (laptops, tablets, and iPads) ensure all pupils access learning and have alternative recording methods. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons. • Some toilets adapted by height. • Adjustable chairs/ tables can be made available. • Some staff have been trained in positive handling techniques – ‘Team Teach’. • Vulnerable pupils are offered a quiet space at break and lunchtimes. • Fun Fit develops all aspects of pupils physical development as well as supporting mental wellbeing. 	<ul style="list-style-type: none"> • A range of specialist equipment is available for pupils with SEND to aid their fine motor skills (e.g. writing slope), attention and concentration levels (e.g. wobble cushion, fidget toys), and sensory needs (e.g. dark den, sensory toys). • Specialist equipment for pupils with physical disabilities ensures their independence. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Sensory audit completed with specific pupils and a sensory plan devised. • Regular movement breaks available, if needed. • Positive Handling Plans and Risk Assessments carried out for pupils with challenging behaviour.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • EYFS staff visit pupils in their nursery/ pre school setting and at home. • There are links with feeder Nursery schools. Teachers and SENDCo identify pupils who may need extra support at transition. • Primary children visit local secondary schools regularly. • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all pupils across key stages/year groups and settings. • Transition meetings between staff to share invaluable pastoral and attainment information about pupils. • In year admissions are invited for a tour of the school and half day visit in their new class. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for pupils who are particularly vulnerable at transition. • Pupils identified as possibly struggling with transition have many additional visits in small groups. • Additional visits for small groups of year 6 pupils moving to Secondary who are deemed to be more vulnerable to extend opportunities to familiarise themselves with the staff and environment. 	<ul style="list-style-type: none"> • The SENDCo attends EHCP reviews of pupils transitioning to the school. • Pupils 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. • Additional individual visits for pupils with complex needs accompanied by their 1:1 teaching assistant. • Advice sought from other agencies to support individual pupils with their transition to Secondary schools or from Pre-School settings.

1. Pupil progress

Pupil progress is monitored, at least termly, through the collection of data and termly pupil progress meetings. During these meetings, the SENDCo, class teacher and Head of School look closely at the progress that has been made. Provision will be adapted as a result of the meeting. Progress will also be monitored through the pupil's IPM targets. After each cycle, the plan will be reviewed and progress towards each target will be monitored. New targets will be set according to the progress made and provision adapted accordingly.

2. How we know how good our SEN provision is

Rigorous monitoring of the SEN provision is in place. This is a triangulation of information involving the pupil data; book looks and learning walks; and discussions with parents, pupils and staff. When this information is collated together we can see the impact that provision is having for the pupils. The school also uses the Aspire SEN Audit as a way of gauging the quality of Provision. This is a set of standards which have been written, using the Code of Practice 2014, to ensure expectations are in place.

3. If you wish to complain

In the first instance, the class teacher is the best person to speak to. Following this, the SENDCo, then the Head of School are the next points of contact. If you would like support from outside of the school, SENDIASS are able to offer impartial information, advice and support. They can be found at: <https://www.cornwallsendiass.org.uk/>

Answers to Frequently asked Questions

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

Our school has an 'open door' policy for parents and have extremely well-developed links with the parents of the children that attend Mawgan in Pydar School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are regularly discussed and reviewed by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head of School. Following these meetings steps will be taken to address any concerns you may have about your child.

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, parents as well as the child themselves. Termly pupil progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed. Termly parent consultation meetings ensure information is shared between home and school.

4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Mawgan in Pydar School 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 program designed to meet and support the needs of that individual or group of children. Children are sometimes withdrawn from the classroom for therapy from an external agency, e.g. speech and language therapy, physiotherapy, MHST, etc.

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

Mawgan in Pydar School 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, parents are invited to attend Parent Consultations in every term, and in the Summer term annual reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. We also hold many informal sessions throughout the year where parents can come to drop in sessions to work alongside their child. 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 SENDCo and Head of School at your request.

6. What support will there be for my child's overall well-being?

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 are all trained with a basic understanding of Trauma Informed Schools:UK – a program which underpins the school ethos and supports pupils with

their emotional health and well-being. We have designated TiS:UK practitioners who work closely with identified groups and individuals to give further targeted support.

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

At Mawgan in Pydar School 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) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

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

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

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

The wide range of out of class activities we provide at Mawgan in Pydar are made accessible to everyone. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of educational visits throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are provided with additional support. This also applies to educational visits and residential visits and adaptations are made where necessary to ensure that every child feels included.

10. How are the school's resources allocated and matched to children's 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 register 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, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the EHCP. 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 Provision Maps (IPMs). These plans are individually tailored to each child on the Register 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.

11. How accessible is the school environment?

The school buildings at Mawgan in Pydar are accessible to everyone.

12. How is your School Offer reviewed?

Our School Offer is reviewed on an annual basis using feedback from a range of sources alongside recent training and CPD. It is reviewed annually. The next review will be September 2026.