



St Ives School

SEND Information Report

2026-2027



Our SEND Information Report

Date: September 2026

The Special Educational Needs Coordinator and SEND team at St Ives School aim to deliver a whole school approach to managing the education of students with Special Educational Needs, and assist in the provision of a broad, balanced and differentiated curriculum ensuring that all students achieve success commensurate with their ability.

Other relevant documents include: SEND Policy, Children in Care Policy, Behaviour Policy, Attendance Policy, Safeguarding Policy, Disability Policy and Supporting Students with Medical Conditions Policy.

The SEND team works with others to support students with SEND, promoting and sharing experiences and information to develop the best possible practice. Provision is made to:

- Encourage and support all staff to improve their professional expertise regarding SEND.
- Establish and maintain links with feeder schools, other secondary schools, special schools, voluntary organisations and outside agencies that support students with SEND.
- Work effectively in partnership with parents in meeting their children's SEND, appreciating their knowledge, views and experiences.
- Deploy staff and resources to support students and teachers, and respond positively and sensitively to students with SEND, creating a happy, stimulating and caring environment in which students can thrive.

The school accesses additional services and interventions when necessary to work with students therapeutically alongside the SEND team, academic interventions and social emotional interventions. The school has a Student Support Base, 'The Harbour', that is permanently staffed.

Name of the Special Educational Needs/Disabilities Coordinator: Rebecca Hickson

Contact details: rhickson@stives.tpacademytrust.org

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.
School and House Council meetings. Student Voice and Student focus groups. Student leadership through Faculty Ambassadors and Student Prefects. Year group assemblies. Tutor time and the tutor programme. Inter-House sporting and academic events.	Autism 'drop in' sessions. Individual Learning Plan Pupil voice meetings. Individual Learning Plan Review Meetings Dyslexia 'drop in' sessions.	Outside agency support from: • Autism Spectrum Team • Educational Psychologists • Occupational Therapy Team • Visual Impairment Team • Speech and language therapists • Cognition and Learning team Annual EHCP review meetings. Individual timetables to include specialist support and small group teaching. Mentoring for selected students. Autism Champion. Hearing Impaired Champion. SEMH Champion. Dyslexia Champion. Literacy support. Numeracy support.

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.
Parent Evenings. Open Day and Evening. Year 7 meet the tutor evening. Progress and achievement reports, two times per year. School Facebook and Instagram page updated with school events and information. School website. Email communication. Celebration evenings for Duke of Edinburgh, Year 11 Leavers and Year 7-10 Awards evening. School music and drama productions. Parent-Teacher Association. Class Charts.	Termly Autism Parent Hub for primary and secondary. SENDCo available at each parent evening and event. Trust Educational Welfare Officer. Individual Learning Plan review meetings. Assess, Plan, Do, Review meetings with student and parents/carers. Parent cafes.	PEP meetings. Annual EHCP review meetings. Child in Need (CHIN) meetings. TAC meetings. School nurse sessions.

3. The curriculum

Whole school approaches. The universal offer to all children and YP.	Additional, targeted support and provision.	Specialist, individualised support and provision.
A broad and balanced curriculum, accessible to all, including opportunities for all students in KS3 to experience Art, Design and Technology, Music, Food Technology, PE, French, Humanities, Computer Science and ICT. Inclusive teaching strategies with differentiated/adapted learning pathways. Equity 8 After school homework club 3 times a week. Embedded routines and WalkThrus	Unlocking Learning strategies as part of our Equity 8 initiative.	1:1 literacy and numeracy support. Individual timetable to include specialist support and small group teaching. Alternative provision options through external education providers. 'Harbour' pass Calm learning space in the Harbour and the Lighthouse Room. The Lookout – Inclusion space ASDAN - COPE award KS4

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.
Ensuring that all students are highly effective learners, demonstrating high levels of resilience through Growth Mindsets and metacognition. Progress and achievement reports two times per year. Inclusive teaching strategies with differentiated learning pathways. Embedded praise and reward system. Clear and consistently applied behaviour policy. Regular SEND updates and training for staff.	Inclusive strategies in all curriculum areas. Autism, hearing impaired, SEMH and dyslexia Champions available to support staff with Teaching and Learning strategies. A range of SEND strategies adopted across the school. Specialist equipment available to use when required (e.g. reader pens, laptops, coloured overlays and iPads). Unlocking Learning strategies as part of our Equity 8 initiative.	Learning Support Assistant allocation to give support for specific high need students. Alternative provision options through external education providers.

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.
PSHE available for all learners in all year groups. Careers advice and guidance for all students in Years 10 and 11. Student Voice and Student focus groups. Student leadership	Careers Southwest work 1:1 with students with EHCP, CIC and those at risk. Careers Fair and college transition days. Duke of Edinburgh Award. Ten Tors and Jubilee Challenge. Access arrangement assessments.	Individual student reward programme. Referrals to external student support groups and schemes. Nurture Group and hearing-impaired group.

Ambassadors and Student Prefects. Online learning tools for Homework and revision including Sparx Maths and Reader. Wide and varied extra-curricular programme Home learning club.	Social skills programme. In school carers support for Y10 &Y11. Inclusive sporting initiatives such as School Games.	
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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.
Pastoral support team. Student welfare support. Year group tutor group system. Year group assemblies. Praise and reward system. Safeguarding team including Designated safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL). Personal Social Health Education (PSHE) curriculum. Student prefect system School and House councils. Inter-House sporting and academic events. Trauma Informed Schools trained practitioners. All SEND team trained in Emotional Coaching. Whole school anaphylaxis training.	Social time supported in the Harbour. 'Harbour' pass cards and 'safe' areas within the school building. Individual Learning Plans for all students on the Record of Need. Targeted in school career advice. LGBTQ groups	Social skills intervention groups. Bespoke timetables and intervention packages. Annual Review meetings. Nurture Groups. Regular contact with parents and carers. Autism support hub. 1-1 mentoring for those identified as vulnerable students and Child in Care External agency referral (e.g. Educational Psychologist, Occupational Therapist).

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.
Daily tutor time. Curriculum based educational trips and excursions. Year 10 work experience. Inter-House sporting and academic events. Broad and balanced inclusive curriculum. Be Inspired Programme. After school extra-curricular clubs. Termly Celebration assemblies. Year 11 Leavers Prom.	Learning Support Assistants to ensure students are supported and can access all areas of school life. Social skills intervention group in year 7 – year 11. Supervised and supported social time in the Harbour.	Bespoke timetables and intervention packages to support interactions with peers. Supervised and supported social time in the Harbour. Nurture Group.

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.
Colour coded corridors and departments. Visually Impaired compliant markings throughout the school building. Lifts and ramps. Diabetic and SEMH first aid trained staff. School site risk assessments. Trained Outdoor Education staff. Termly health and safety group meeting.	Dyslexia friendly strategies in all lessons. Autism friendly strategies employed in all departments. Skilled management of medical needs including Diabetic and SEMH first aid trained staff. Weekly safeguarding meetings with all trained safeguarding team members.	Individual student safety plans. Medical Healthcare plans in place where appropriate. Learning Support Assistant allocation to give support for specific high need students. Individual student safety plans and risk assessments.

Qualified teachers in specialist subject areas (e.g. Science and DT). Key staff first aid trained. Behaviour and Anti-Bullying policies. Equality and Diversity policy. SEND Policy. Supporting Children with Medical Conditions Policy. Duty staff allocated before school, after school and during social times.	Weekly safeguarding/behaviour and SEND team meetings.	Emergency allergy action plans are in place, alongside a comprehensive allergy policy. Individual pupil medication and whole-school emergency medication are readily available and managed appropriately.
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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.
Year 5 and 6 transition programme. Year 6 induction days. Pastoral support team. Student welfare support. Year group tutor group system. Year group assemblies. Information advice and guidance for Year 8 students during the options process. Year 10 college taster days. Parents evenings and intervention evenings. Year 11 college and university seminars and assemblies. Year 11 college application support.	SEND Year 6 enhanced transition programme. Enhanced support for disadvantaged students to support college transition, work experience and options process.	1:1 Careers Southwest advice and guidance. Headteacher, SENDCo and Head of transition visits to primary schools. SENDCo attends Year 6 annual review meetings. Educational Psychologist involved in the planning and delivery of transition programme. Annual review meetings for all year 11 students with EHCP to aid college transition. 1:1 support for most vulnerable students to support options process, work experience and college transition.

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

Whole school approaches. The universal offer to all children and YP.	Additional, targeted support and provision.	Specialist, individualised support and provision.
The SENDCo holds the National Award for Special Educational Needs Coordination (NASENCO). Trauma Informed Schools awareness training. Provision Map training for accessing and reviewing Individual Learning Plans.	Visual Impairment strategies training. Autism awareness training. Diabetic and SEMH first aid trained staff. Dyslexia support training. Trauma Informed Schools practitioner training. Emotional Coaching Training. Training and support from the TPAT Behaviour Lead	Lead Learning Support practitioners.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Cornwall Council Educational Psychologist Team	Assess and observe students and provide recommendations to school and parents.	01872 324242 send@cornwall.gov.uk
Autism Spectrum Team	Mentor specific referred students and provide recommendations and support for families.	01872 323210 send@cornwall.gov.uk
Visual Impairment Team	Specific targeted support for visually impaired students to provide recommendation and support in an educational setting.	Vision.support@cornwall.gov.uk

Speech and Language Therapist	Specific targeted support for students providing recommendations and support in an educational setting.	01208 834488 earlyhelphub@cornwall.gov.uk
Physical and Medical Needs Assessment Team	Specific targeted support for students providing recommendations and support in an educational setting.	physicalandmedicalneeds@cornwall.gov.uk
Cognition and Learning Service	Specific targeted support for students providing recommendations and support in an educational setting.	cognitionandlearning@cornwall.gov.uk
Hearing Support Team	Specific targeted support for students providing recommendations and support in an educational setting.	01726 61004 Hearing.support@cornwall.gov.uk
Occupational Therapist	Specific targeted support for students providing recommendations and support in an educational setting.	0300 1234101 children@cornwall.gov.uk
The Multi-Agency Support and Safeguarding Hub	A skilled team of professionals from Cornwall's integrated Health and Children's Services. Offer support, information and guidance to parents and professionals.	01872 322277 earlyhelphub@cornwall.gov.uk
School Nursing Team	Specific targeted support for students providing recommendations and support in an educational setting. Run a drop-in service for students.	01872 322779 hvsnadvice@cornwall.gov.uk
Paediatric Diabetes Team	Specific targeted support for students providing recommendations and support in an educational setting.	01872 254571

12. Pupil progress is assessed using:

- Twice yearly report data analysis.
- GCSE results data.
- Feedback from parent and student focus groups.

- Attendance and Behaviour data.
- Annual Review meetings.

13. How we know how good our SEND provision is:

- Twice yearly report data analysis.
- GCSE results data.
- Feedback from parent and student focus groups.
- Attendance and Behaviour data.
- Annual Review meetings.
- Staff training audits.

14. If you wish to complain:

Contact the SENDCo Mrs R Hickson via email: rhickson@stives.tpacademytrust.org or telephone: 01736 795608.

Or

Contact the Headteacher Mr A Oates via email: aoates@stives.tpacademytrust.org or telephone the Headteachers PA: 01736 795608.

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?

The guidance set out by the SEND code of practice is followed which includes the Assess, Plan, Do, Review approach. Assessment, advice and information from the primary setting or previous education establishment is used to inform practice and planning.

Annual Review Meetings in Year 6 are attended by the SENDCo.

An Individual Learning Plan is produced with the student and shared with parents/carers and staff.

Weekly pastoral briefing notes are produced and shared with staff.

Half termly vulnerable student updates are shared with staff.

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

Contact your child's form tutor to discuss further.

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

All teachers who teach your child.

Form tutors support the overall progress of your child.

The SENDCo monitors and supports progress ensuring intervention and support is in place where required.

The Pastoral Team are responsible for monitoring the pastoral provision and wellbeing of your child.

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

KS2 SATs data and SEND information is used to make appropriate choices regarding ability and tutor groups.

A broad and balanced curriculum is offered to all students with an option process taking place during Year 8.

Specific support and guidance is allocated to all SEND students during this process.

Small group provision may be offered depending on your child's literacy and/or numeracy ability.

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

Support is in place through:

Parents and Intervention evenings.

Open days and evenings.

Annual review meetings.

Timely support for all students on the Record of Need.

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

Two progress reports are issued each academic year.

Parents evenings and intervention evenings.

Options evenings in Year 8.

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

Trauma Informed Schools Practitioners.

Student Welfare support staff member.

Pastoral Leader for each year group.

Head of House for each of the four Houses.

Peer to Peer support hub.

Timely support for all students on the Record of Need.

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

Student and parent focus group feedback.

Ofsted report.

Termly school governor monitoring visits.

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

The Be Inspired Programme is open to all St Ives School students.

School trips, excursions and extra-curricular activities are inclusive with Learning Support Assistants in place where required.

10. How accessible is the school environment?

Colour coded corridors and departments.

Visually Impaired compliant markings throughout the school building.

Lifts and ramps.

Diabetic and SEMH first aid trained staff.

Individual student safety plans.

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

Year 5 and 6 transition programme.

Year 10 college taster days.

Parents evenings and intervention evenings.
Year 11 college and university seminars and assemblies.
1:1 Careers Southwest advice and guidance.
Headteacher, SENDCo and Transition Leads visits to primary schools.
SENDCo attends Year 6 annual review meetings.
Educational Psychologist involved in the planning and delivery of transition programme.

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

Documents included in the decision are:

Record of Need.

EHCP.

Annual Review meetings and paperwork.

Individual Learning Plan.

All appropriate external professional views and reports are also taken into consideration.

13. Who can I contact for further information?

Contact the SENDCo Mrs R Hickson via email: rhickson@stives.tpacademytrust.org or telephone: 01736 795608.

This report is available in alternative formats upon request. Please contact the SENDCo if you require this information in a different format.