

Lewannick County Primary School Our SEND Information report and Local Offer

Date: May 2023

The Duchy Academy Trust comprises Lewannick, Callington and Boyton Primary Schools. Within The Duchy Academy Trust there is a strong learning community which ensures consistency and high standards of attainment in teaching and learning across all schools. All of the schools within the Duchy Academy Trust consider education a fundamental part of your child's life and believe that we play a vital part in supporting this experience. By working collaboratively we aim to ensure that all children's life chances are enhanced, with the aim that they will become independent, thoughtful and resilient lifelong learners.

Our local offer details the provision that we provide within the school and the services that we can access in order to make the best endeavours to meet the needs of all children within the school, including those with additional needs and disabilities.

At Lewannick we aim to provide a valued education which gives each child equal opportunities to develop:

- Self-esteem, patience and understanding of our own and others needs
- A reasoned set of personal attitudes, values and beliefs and a respect for the religions and moral values of others
- The ability to work independently or as part of a team
- A lifelong love of learning through a broad curriculum, which is interactive, stimulating and fun
- Qualities of spirit, empathy and imagination and a sense of wonder

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Samantha Brooks




Contact details: (01566) 782262 sbrooks@lewannick.net

Cornwall's SEND Offer can be found on The Care and Support in Cornwall website:




<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

The levels of support and provision offered by our school




1. 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. • Pupil voice is actively sought through School Council where each class is represented. • School council views and opinions are gained during the interview process for new appointments. • Pupil voice is heard through questionnaires and pupil conferencing. • Staff have been trained in emotional coaching to support, talk to and understand pupils and their emotions. • Positive behaviour approach principles underpin our approach to working successfully with all pupils in our school. 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups. • Pupils are involved in setting their own targets during Individual Assess, Plan, Do, Review (APDR) meetings. • Support for pupils who are experiencing needs associated with their social, emotional and mental health are met through Trauma Informed school (TIS) activities on a small group basis and support from the Education Mental Health Practitioners (EMHP) . 	<ul style="list-style-type: none"> • Pupil's views are integral to APDR target setting meetings as well as Early support, child in need, CP meetings and EHCP SEN reviews. We make our best endeavours to take into account the views of individual children and parents dependent on age and need. • All individual support will be carefully planned for with the aim of developing independent learning skills and / or self-help skills. • Pupil conferencing allows pupils to voice their own perceptions regarding their learning. • Support for pupils who are experiencing needs associated with their social, emotional and mental health are met through Trauma Informed school (TIS) activities on a 1:1 basis • Alternative curriculum planning for pupils in need of this provision. • 1:1 specific support. • Meet and greet / transitional support as required.

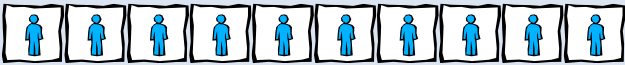
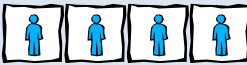

2.Partnership with parents and carers.

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school makes its best endeavours to work in partnership with all parents and carers. • The parents/carers of all pupils are invited to parent consultations. • Pupil progress reports are sent home at the end of the academic year. • All pupils have reading diaries that are also used for communication • Parents/carers are invited to class assemblies, open days, parent teacher meetings, curriculum specific afternoons and assemblies for special occasions. • Parents / carers are invited to maths and literacy workshops. • Parents/carers are encouraged to contribute to EYFS learning journeys throughout the year • Parents/Carers know exactly who to contact if they have any concerns. • The school website provides information about school provision and enables parents / carers to understand what their child is learning. • Parental support advice is available through the Parent Support Advisors accessed through Cornwall's Local Offer. 	<ul style="list-style-type: none"> • Parents are invited to attend Assess, Plan, Do, Review (APDR) meetings to set new targets for their child. • SENCo and members of staff are available to support parents. • Parents are able to contact the school about concerns at any time via phone call or email. • Referrals to a range of available family services are made through the SENCo and Family support advisor. • Virtual sites such as Times Table Rock Stars are available to enable parents/carers to support their children with their homework. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, early support, child in need, CP meetings, Assess, Plan, Do, Review and EHCP SEN reviews. • Parent/carers' views are an integral part of TAC meetings, EHCP reviews and SEN reviews. • Parents are asked to complete termly SEND questionnaires. • Meetings can be organised with Head teacher, Co-head, SENCo and teachers. • Interpreters can be hired where appropriate. • Where appropriate, parents / carers are encouraged to join in with school trips or activities. • Parents are encouraged to engage in 1:1 reading and support with home activities • Home school books / email are used to share information and successes as required. • Parents are supported in liaising with Outside agencies: - <ul style="list-style-type: none"> Family support Educational Psychologists ASD Team School Nurse Teacher for the deaf Occupational Therapist Speech and language Therapist Cognition and Learning Team

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"> • The curriculum is designed to ensure the inclusion of all pupils. • All pupils, regardless of their ability and/or additional needs have full access to the curriculum. • The curriculum is taught through topics that take into account the intent, implementation and impact of how it is delivered in order to achieve the aims of the National Curriculum. • The curriculum is delivered through a rolling programme to ensure coverage in mixed-age classes. • There are regular enrichment events throughout the academic year to support class topics/ themes. • Residential experiences are offered to Key stage 2 pupils. • Assessments (including dyslexia screening) are used to identify students who need specific intervention. • There is an emphasis on talk for writing/storytelling. • There is a standardised approach to teaching reading, writing, and spelling across the Duchy Academy Trust. 	<ul style="list-style-type: none"> • Intervention and pre teach blocks are bespoke and needs led. • The progress of pupils taking part in intervention groups is measured on a regular basis. • The intervention blocks are adapted in light of pupil progress, teacher assessment and termly Cornerstones assessments. • Speech and language support delivered by in class teaching assistants are supported by the NHS service in providing quality sessions in classroom environments based on needs. • Fun fit fine motor intervention groups. • Additional daily reading • Gifted and Talented opportunities • Speech and language support for those in Foundation Stage and KS1 with a focus on phonics. 	<ul style="list-style-type: none"> • Pupils are supported in following their interests and activities regardless of their SEN and /or disabilities Personalised curriculum • Our pupils are supported through individual needs centred planning, target and outcome setting. • Pupils may need 1:1 learning support, this will be based on recommendations from professionals. • Verbal feedback between parents and school at the start and end of each day. • 1:1 Speech and language support provided by teaching assistants and in conjunction with a plan by the Speech and Language Therapist. • Precision Teaching programs targeting specific learning gaps for individual pupils. • 1:1 Read, Write Ink intervention • Personalised curriculum • Inclusion of interventions recommended by outside agencies which may include: <ul style="list-style-type: none"> • Educational Psychologist • Cognition and learning team support • ASDAT team • School Nurse • Occupational Therapist. • Teacher for deaf. • Dyslexia service

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"> • Staff are aware that pupils who are emotionally healthy are more likely to be happy and achieve well at school. • Staff are aware that every interaction they have with a pupil is an opportunity to support and develop a child's emotional wellbeing. • Staff are aware of the importance of noticing pupils and being aware of their emotional state. • Staff are available to support pupils emotional needs as required. • Lessons are carefully differentiated to ensure all pupils make appropriate progress at their level. • Teaching and learning is planned to meet the needs of the different learning styles of the pupils. • Differentiated learning objectives and questions are displayed and discussed with the pupils for each lesson. • Pupils know how to meet their learning objective by following clear, differentiated success criteria. • Pupils' work is marked regularly so they know how to improve their work. A dialogue between teacher and pupil is evident in marking. 	<ul style="list-style-type: none"> • All staff are trained to and encouraged to support emotional wellbeing and health of pupils. • Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • TA's support the teacher in leading identified groups, to ensure all pupils make progress. They work with small groups to: <ul style="list-style-type: none"> -Ensure understanding -Facilitate learning -Foster independence -Keep pupils on task -Assess progress -Inform future planning • Individuals targeted questioning is used to scaffold learning. • Time and support given before responses are required. • Special test arrangements for year 2 and 6 SATs (readers, scribes etc.) • The At risk register is reviewed termly. • Guided writing and guided reading activities lead and modelled by teachers and TAs to target specific needs. • Fun fit intervention groups to support fine motor skills. 	<ul style="list-style-type: none"> • Support from members of staff – emotionally available adults – to meet the emotional needs of individual pupils. • Personalised, highly differentiated and well-resourced work enable all our pupils to access or work towards independent learning. • One-to-one support can be facilitated, if needed, for students who require more intensive support e.g. for those with physical disabilities, sensory processing difficulties, speech and language difficulties, autism, severe literacy / numeracy difficulties eg dyslexia / dyscalculia etc. and it is provided at an appropriate level for their need. • Home/School communication book or emails used. • Coloured over lays, interactive slides on a low stimulating background, working mats, clear visuals / images to accompany written text, extra time to complete tests, test reader or scribe, sensory fidget aids, wobble cushions and sensory breaks. • Easy access to a range of teaching resources for concrete, auditory, visual and kinaesthetic learning tailored to the child's preferred learning style. • Access to recording equipment including touch type equipment




<ul style="list-style-type: none"> • We strive to ensure that all our pupils know their 'next step' skill target in literacy and maths and understand how to evidence it in their work. • Easy access to a range of teaching resources including concrete manipulatives for maths and science, spelling and phonic charts. • Pupil friendly working, learning walls, supports literacy and maths. • A variety of technology is available to support teaching and learning. • All classes are well supported by teaching assistants for both academic and emotional needs. Teaching assistants' model and explain effectively to enhance the children's learning. • Opportunities for self-assessment and peer assessment, linked to targets and next steps. • High expectations are explicit throughout the school. 		<ul style="list-style-type: none"> • Recording menus. • Precision teaching for high frequency words, number bonds, times table, phonics etc. • 1:1 intervention including Toe by Toe for pupils who are 'at risk' of dyslexia to develop phonic and reading skills, memory support and practical application of techniques to use in class to help remove barriers to learning.
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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 
<ul style="list-style-type: none"> • From entering the school, pupils are encouraged to attempt age appropriate tasks for themselves eg Reception Class -changing for outdoors, changing for PE, using the toilet, getting their snack, eating their lunch. The level of independence is developed throughout the school with pupils being encouraged to take 	<ul style="list-style-type: none"> • Pupils have personalised equipment to help them to learn, such as Dictaphones, talking tins, overlays, and timers. • Visual prompts and check lists to remind certain children of the processes they need to follow in order to successfully complete a task. 	<ul style="list-style-type: none"> • A range of personalised resources including: <ul style="list-style-type: none"> - spot timers to support individuals with transition times and curriculum tasks. -Social stories to support children with specific aspects of the school day. -Writing menu / choice cards. -Individual visual timetables.




<p>responsibility for their own belongings, their behaviours, their attitude towards their learning, their friendships and how to deal with conflict etc. All of this is done in a gradual, age appropriate way with support for the adults in the school.</p> <ul style="list-style-type: none"> • Pupils are taught to be independent in their learning. This is through the use of working walls, classroom resources, working with peers, taught techniques such as editing written work so that they know how to perform this function for themselves. • Pupils are encouraged to think for themselves when they find their learning activities challenging. • A range of resources are available and clearly labelled for pupils to learn to select as appropriate in all classrooms. • Technology is available to aid independence. • All classrooms have a visual timetable displayed to aid independence. • Adults are aware that pupils who are emotionally healthy are more able to develop self-help skills and independence. • Pupils are encouraged to talk about and understand their feelings and this is supported by staff through the emotional coaching techniques they have been trained in. • Residential trips in Key stage 2 challenge and encourage the development of age appropriate self help skills. 	<ul style="list-style-type: none"> • Now, Next and Then boards to show progressions of a task or work throughout a given time period. • Regular independent tasks on a daily basis • Regular independent work on a daily basis eg Teach My Monster To Read, BBC Dancemat, look, cover, write, check for spellings etc. 	<ul style="list-style-type: none"> -Individual now and next boards. -Individual checklists / task boards / 'To do' and 'done' trays. -Individual reading menus and vocabulary charts. -Individual bespoke reward chart - Writing choice cards / Lend a Hand cards / Time Out cards. - Boundary spots to support individuals with health and safety. • 5 Point Scale charts to help children identify their emotions and how they can be best supported with them. • Access to noise cancelling headphones (ear defenders), weighted resources and table screens to aid with sensory processing difficulties. • Safe space for individuals to use when they recognise they need a break. • We will ensure that our pupils that require a high amount of 1:1 support will have that delivered by a number of different adults throughout the day / week with a variety of different interactions. This will ensure our pupils build resilience and self coping strategies to enable them to cope when and if a key TA or their teacher is absent.
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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"> • Staff are aware that pupils who are emotionally healthy are more likely to be happy and achieve at school. • Staff are aware of the importance of noticing pupils and being aware of their emotional state. • Staff are aware that every interaction they have with a pupil is an opportunity to support and develop a pupils emotional wellbeing. • Emotional coaching techniques are used by all staff after training from the Educational Psychology service. • PHSE lessons include all students and are taught through a range of formats, including circle time and Forest Schools. • Educational Mental Health practioner workshops for whole classes. • Displays around the school to celebrate children’s achievement and their participation in school life. • Weekly whole-school Award Assembly (Star of the Week) to promote good behaviour and reward achievement. • A whole school house point system to reward and promote good behaviour and attitudes to learning. • Whole school values and ethos assembly. • Risk assessments are carried out regularly. 	<ul style="list-style-type: none"> • Staff are available throughout the day to support pupils who need additional support in / out of the classroom as needed. • Lego Therapy group sessions to promote and develop social and organisational skills. • Educational Mental health practioner small group interventions by referral • Safe spaces for children to access to regulate. • Pupils have personalised equipment to help them to learn such as 5 point scales, emotional thermometers, overlays and timers. • Intimate Care Plans where needed for those children in Fox Cubs / Fox class – approved by parents / careers. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies and professionals. • Additional support for our pupils can be requested by or through: <ul style="list-style-type: none"> -CAMHS -Social care -Speech and language therapist -Educational Psychologist -Autism Spectrum Team -Occupational Health services -Physiotherapy services -School nursing / specialist nurse -Visual support services -Hearing support services - Cognition and learning team -Physical and medical needs • Educational Mental Health practioner 1:1 work (which can include parents) by referral. • Access to Penhaligon’s Friends for bereavement support. • Individual health care plans – agreed with reference to a medical professional. • Intimate care plan written in conjunction with the Intimate care policy and with parents / carers. • Individual behaviour plans and risk assessments. • Safe space for individuals to use when they




<ul style="list-style-type: none"> • A wide variety of extra-curricular clubs are available to all pupils. • Healthy schools Status • Breakfast club is available to all pupils. • Weekly paired reading sessions for Fox Cubs and Fox class with Kestrel pupils. 		<ul style="list-style-type: none"> • recognise they need a break • Assess, plan, do reviews • Education Health care plans (EHCP) – agreed by county and supported by a range of professionals. • Personalised resources: <ul style="list-style-type: none"> -Visual Cues/individualised emotional support -Individual bespoke reward charts. -Writing menus -Choice and consequence boards. -5 Point emotions scale -Emotions thermometer -Access to noise cancelling headphones, weighted aids and table screens
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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"> • Staff are aware that every social interaction they have with pupils are an opportunity to support and develop their emotional wellbeing. • All students have opportunities for social interaction regardless of need. • All children belong to an age related class. • Regular paired and group work within lessons. This will include the children working with a range of students within the class and not just the same group or partner. • All children are invited on trips and visits regardless of ability or disability. 	<ul style="list-style-type: none"> • All staff are trained and encouraged to support the social interaction of pupils. • Lego Therapy group sessions to promote and develop social and organisational skills. • Buddy system for break-times to ensure that those who may struggle with social interaction have trusted peers to play with and equipment to use eg, Lego or PE equipment. • 1:1 reading to a visiting adult. 	<ul style="list-style-type: none"> • Specific speech and language support with guidance from therapists. • Social stories with individual pupils to manage difficult situations and change. • Comic strip scenarios with individual pupils to manage difficult situations and change. • Role play / small world and puppets to provide stimulus for social interactions. • Additional support from play therapy services. • You are a Social Detective 1:1 intervention to develop social skills.

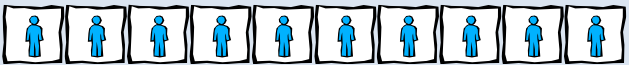
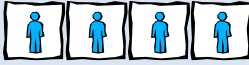

<ul style="list-style-type: none"> • Residential trips in key stage 2 challenges and encourages the development of age appropriate social skills. • Pupils have speaking and listening opportunities such as storytelling, circle time, pupil assemblies and assemblies with visitors. • All pupils have opportunities for social interaction, regardless of need. • Children are actively encouraged to mix across classes when on the playground during break and lunch time. • All children have opportunities to attend whole school events such as summer fairs, discos. • Sports fixtures and festivals attended by all pupils. • PSHE curriculum is a spiral curriculum that includes teaching the children social and interactive skills. These skills are developed and built on year by year in age appropriate ways. All pupils participate in these lessons. 		<ul style="list-style-type: none"> • Additional support from outside agencies such as ASD Team • Emotional Literacy Support Assistant (ELSA) • Support from the Autism Champion (SENCo). • Draw and Talk 1:1 sessions.
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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 
<ul style="list-style-type: none"> • All internal areas of the school are accessible to everyone, including those students with SEND. Most external areas are accessible to everyone. Some external areas are only accessible with adult support (this is under review to improve external accessibility for all). 	<ul style="list-style-type: none"> • Some toilets and sinks adapted by height. • Different sized chairs/tables available. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times – Peaceful place 	<ul style="list-style-type: none"> • Staff ensure that the emotional wellbeing of individual pupils is always considered. • Specialised equipment is used for pupils where advised by external professional. • Individualised social stories to help regulate emotions.




<ul style="list-style-type: none"> • Staff are aware of how the school environment can be used / adapted to suit the emotional and learning needs of the pupils in their class. They recognise that each cohort is different and organise their classroom environment to reflect this. • Students feel safe and, in an environment, where bullying is absolutely minimal and dealt with effectively. • There are a named designated safeguarding leads (DSL) and posters of these adults are displayed around the school. • Teachers focus on rewarding good behaviour to promote a positive learning environment • Whole school reward system on display in classrooms to celebrate good behaviour and achievements. • Children have access to whiteboards, digital cameras Chromebooks and iPads. • Displays in the classroom assist learning and encourage interaction. 	<ul style="list-style-type: none"> • Pictorial cues, use of symbols. • Visual timetables to support routine and predictability of the school day. • There are named adults who are Team Teach trained. 	<ul style="list-style-type: none"> • Individual learning stations • Classroom / halls / corridors are made accessible for all pupils • Disabled shower and toilet facility • iPads and Chromebooks for specific needs. • Sound Field System in place for those pupils with a hearing impairment. • Access to noise cancelling headphones (ear defenders), weighted resources and table screens to aid with sensory processing difficulties. • Specialised resources for individual pupils, e.g. cutlery, wobble cushion, fiddle toys. • Specialist targeted support from the speech and language therapist, physiotherapist, occupational therapist, visual, physical & medical and hearing advisory teachers.
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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 
<ul style="list-style-type: none"> • There are robust procedures in place to support all pupils through their transition phases. Every child is discussed during planned transition meetings between the current class teacher and the new class teacher. • Pupil Progress meetings held to identify specific 	<ul style="list-style-type: none"> • Pupils identified as possibly struggling with transition have many additional visits in small groups. • A transition passport is put together where appropriate it may include visual cues/photographs/. 	<ul style="list-style-type: none"> • The SENCo attends year 5 and 6 annual reviews for SEN EHCP reviews. • Enhanced transition to Secondary School is arranged by the school to ensure a supportive transition. • Liaising with secondary SENDCo or SENDCo

<p>areas of need.</p> <ul style="list-style-type: none"> • Home/school visits for pre-school/reception children. • Transition programme for new reception children. • Meetings are held between the present and the next class teacher. Every child is discussed • Transition morning in the new class with the new staff. • Good liaison with secondary schools, where there are transition meetings between primary and secondary staff. • Secondary taster days 	<ul style="list-style-type: none"> • Communication with transition school is robust. • Adults are aware of the emotional trauma some pupils experience when moving to a new class / teacher / TA / school. Positive support strategies are used to aid preparation. 	<p>from the previous school.</p> <ul style="list-style-type: none"> • The discussion about transition to secondary school is started early through the Assess, Plan, Do review meetings, TAC and Annual Review process. • Pupils to have / help create a transition book / poster / video with adult support identifying key aspects of the transition. • Individual internal visits to promote positive transition.
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The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>All teaching staff have attended the following training:</p> <p>Recognising and Supporting Mental Health Needs.</p> <p>Inclusion – Establishing a Shared Understanding for Lewannick Primary School.</p> <p>SEN: Specific Learning Difficulty - Dyslexia</p>	<p>2 members of staff have attended Draw and Talk training.</p>	<p>SENCo has completed the following training in addition to those in the previous 2 columns:</p> <ul style="list-style-type: none"> • National SENCo award • Autism Champions • Fun fit • Dyslexia awareness • Work, Rest and Play the Sensory Way (WRAPS)

<p>Supporting Pupils with Emerging Language.</p> <p>Supporting Pupils with Speech and Language Needs.</p> <p>Autism awareness training</p> <p>Emotional coaching training given by the Educational Psychologist.</p>		<ul style="list-style-type: none">•
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Services and organisations that we work with:

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	Via school or GP

	needs	
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/

Any questions:

If you have any questions about our school offer, please don't hesitate to contact us on 01566 782262

1. Pupil progress

Any child with Special Educational needs has an Assess, Plan, Do, Review (APDR) meeting in which clear and specific targets are set to support the child based on their area of need. These targets are reviewed once a term in a meeting with the teacher, the child and parents. Pupil and parent views are integral in setting new targets and the APDR is created taking into account everyone's views. Children work on towards their Assess, Plan, Do, Review targets in their classroom. Data is collected half termly by the teacher and the progress of SEND children is closely tracked and monitored by the SENCo. Children who appear not to be making the correct amount of progress are quickly identified and interventions are put in place. The impact of these interventions is also tracked to ensure pupils are making good or accelerated progress.

2. How we know how good our SEN provision is

At the beginning of the year the SENCo completes a SEN self-evaluation form to evaluate the current SEN provision in the school. This then gives a good indication of how the school is currently meeting the needs of SEN pupils. The SENCo monitors the SEN provision by completing a range of monitoring activities such as SEN learning walks, pupil questionnaires, work scrutiny (which includes SEN children's work) monitoring any 1:1 planning and monitoring the learning environment around the school to ensure it is fully inclusive for all children. The Assess, Plan, Do, Review process is also reviewed each term to see whether children are making progress to their targets and the percentage of parents who are involved in the process.

3. If you wish to complain

General Principles:

- This procedure is intended to allow you to raise a concern or complaint relating to the SEN provision in our school.
- An anonymous concern or complaint will not be investigated under this procedure, unless there are exceptional circumstances.
- To enable a proper investigation, concerns or complaints should be brought to the attention of the school as soon as possible. In general, any matter raised more than 3 months after the event, being complained of, will not be considered.

1) Informal Stage

It is normally appropriate to communicate directly with the SENCo. This may be by letter, by telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concerns it may be appropriate to address them directly to the Head teacher

2) Formal Stage

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing and pass it to the Head teacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Head teacher, your complaint should be passed to the Clerk to the governing body, for the attention of the Chair of the governing body.

You should include details which might assist the investigation, such as names of potential witnesses, dates and times of events, and copies of relevant documents. It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed. Please pass the completed form, in a sealed envelope to the school office. The Head teacher (or Chair) may invite you to a meeting to clarify your concerns and to explore the possibility of an informal resolution. If you accept that invitation, you may be accompanied by a friend, if you wish, to assist you in explaining the nature of your concerns. It is possible that your complaint will be resolved through a meeting with the Head teacher (or Chair). If not, arrangements will be made for the matter to be fully investigated, using the appropriate procedure. In any case you should learn in writing, usually within 5 days of the school receiving your formal complaint, of how the school intends to proceed. This notification should include an indication of the anticipated timescale.

Any investigation will begin as soon as possible and when it has been concluded, you will be informed in writing of its conclusion.

If you are not satisfied with the manner in which the process has been followed, you may request that the governing body reviews the process followed by the school, in handling the complaint. Any such request must be made in writing to the clerk to the governing body, within 10 school days of receiving notice of the outcome, and include a statement specifying any perceived failures to follow the procedure.

Answers to Frequently asked Questions

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

Close tracking and monitoring against National Curriculum age related expectations.

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

Make an appointment to talk to your child's class teacher to express your concerns, they will signpost you accordingly.

3. Who / what is responsible for the progress and success of my child in school and matching the curriculum to my child's needs?

A close partnership must exist between yourself and the class teacher as well as any other support staff in school.

4. How will school staff support my child?

Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly.

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

By meeting your child's teacher regularly and attending open school opportunities. Any child on the special needs register will have a Plan, Do, Review meeting which take place on a termly basis. Parents and carers are encouraged to attend.

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

All children are involved in all activities where appropriate and suitable support put in place accordingly. All environments are made accessible and risk assessments are carried out accordingly.

7. How will school prepare and support my child through the transition from class to class, key stage to key stage and beyond?

Regular and thorough transition activities are provided for all children throughout the summer term.

8. How is the decision made about what type and how much support my child will receive?

This is dependent on your child's need, funding provided and what is appropriate and right at the current time for your child in close consultation with all involved with your child (external agencies, family partnerships, teachers and school staff).

9. Who can I contact for further information?

The Early Help Hub, which forms part of the Cornwall Childrens Trust, have guidance, information and some referral forms for parents to access regarding some services available in Cornwall. <https://www.cornwall.gov.uk/earlyhelp>