

SCHOOL OFFER AND INFORMATION REPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

At Perran-ar-Worthal School, our aspiration for children with Special Educational Needs and Disabilities is the same as for all children. In our school these are:

- To provide a safe and secure environment where pupils of all abilities are given the support and opportunities to achieve their full potential.
- To provide a rich curriculum that inspires and fosters a love of learning.
- To develop the 'whole child' where individual strengths are identified and built upon.
- To develop independence and self-confidence in an inclusive and nurturing educational setting where all feel valued and aspire to achieve their personal goals.
- To foster mutual respect where all feel valued.
- To ensure strong links with parents as partners in their child's learning.
- To ensure a smooth transition from one educational setting to another through strong lines of communication.
- To ensure all staff are appropriately trained and feel confident in their role.

Please see our school website <https://www.perran-ar-worthal.cornwall.sch.uk> for our SEND Policy, Equality and Diversity Policy and Access Plan.

Contact details

2. Katie Rawlings is the qualified Special Educational Needs and Disabilities Coordinator (SENCo) and is NASENCo Accredited. She can be contacted at any time via email on senco@perran-ar-worthal.cornwall.sch.uk and is available for meetings on a Friday.

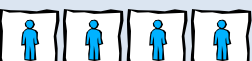
The Headteacher, Rachel Heffer, is also NASENCo accredited and can be contacted on head@perran-ar-worthal.cornwall.sch.uk. Please contact the school office on 01872 863004 to make an appointment with either the Head or the SENCo.

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 
• Every pupil is treated equally and their individual needs are met to enable them to achieve of their best. • Pupils are invited to share their thoughts and feelings about their education and the school's provision. • School Council is used to ensure every pupil has the opportunity to be heard through consultations and fortnightly meetings where ideas are put forward and outcomes are fed back to each class by the class representatives. • Pupil voice (the thoughts and opinions of the pupils) is heard in all aspects of the school, through specific 'Pupil Voice' sessions in KS2 as well as through the School Council • School Governors make termly visits, during which time they talk to children about their work and also carry out more formal pupil conferencing sessions based on a range of questions about the effectiveness of the school's provision.	• Each class has 1 full time teacher or 2 part time teachers. • Each Key Stage 1 (KS1) class has Teaching Assistant provision all day, every day. In Key Stage 2 (KS2), each class has a TA every morning and some afternoons each week enabling small group sessions to take place when necessary. • The school continues to train staff in accordance with the needs of the children. These training opportunities may vary throughout the year. • Additional provision may be developed in light of the pupil voice through discussion and concerns voiced by the pupil.	• All Pupils with SEND are involved in agreeing their Provision Plans and are invited to attend meetings with their parents to discuss their individual development and continuous provision. • Where appropriate, Pupils with SEND with an Education Health Care Plan (EHCP) have an individual home/school communication book or parents have enhanced use of Class Dojo to communicate with class teachers. • The school works collaboratively with external agencies to meet the individual needs of pupils. • Advocacy is available to those children who do not have the ability to fulfil the above due to their young age or the severity and complexity of their need. • Where possible, documents relating to each child's provision are presented in a format that is accessible to the child.

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 
• We are a friendly school with an open-door policy ensuring all parents feel welcome to speak to either their child's class teacher, SENCo or the Headteacher if they have any concerns. • Parental Consultations take place three times per year to keep parents well informed of their child's progress. • Annual reports are sent home including levels of achievement against National Standards and progress towards Provision Plan targets, where applicable. • The weekly newsletter, school website, Class Dojo and half-termly overview sheets help to keep parents informed of what their children are experiencing in school. • Friends of Perran-ar-Worthal School (FOPS) enables parents to develop closer links with the school through a supportive network of fundraising activities. • Parents / Carers who are DBS checked are encouraged to support pupils on school trips, or through volunteering in the classroom, especially on Fab Fridays. We also encourage parents / carers with specific skills to share these as a part of the children's learning experiences. • Parents have access to the School Nurse and Mental Health Support Team – all sessions are private and confidential.	• Parents are informed of any additional, regular provision in place relating to catch up programmes and intervention groups. • Families are invited to attend information sessions to help with supporting their child at home e.g. parenting skills, literacy and maths skills, phonics, SATs arrangements etc. • Parents / Carers are able to contact school regarding concerns at any time. • Parents have access to a Family Support Advisor, School Nurse and Mental Health Support Practitioner if circumstances mean this would be beneficial.	• Parents are given plenty of notice through strong lines of communication, to attend meetings regarding the progress of their child or any change to their provision e.g. Team Around the Family (TAF) meetings, EHCP reviews etc. • Meetings are arranged to inform parents if there is a need to involve external agencies where parental permission is needed to proceed with a referral. • Documentation for parents is in a format that is easy to understand and time is given to support any parents needing guidance and support to understand processes and procedures in place. • Advocacy is available to parents / carers on request to ensure the fulfilment of the above • Parents / Carers are encouraged to engage in 1 to 1 interventions and activities provided to support their child at home • Parents / Carers are encouraged to communicate with their child's teacher and / or support assistant through the use of a home / school book or the Class Dojo

3. The curriculum

Whole school approaches (the universal offer to all children and YP) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The curriculum at Perran-ar-worthal School is designed and adapted to ensure the inclusion of all pupils. • All pupils, regardless of their ability and / or additional needs have access to the curriculum. • The school follows Cornwall's SACRE curriculum for teaching Religious Education. • The school follows the 'Jigsaw' curriculum scheme for teaching Personal, Social, Health and Economic Education (PSHE) and Relationships Education. • The school uses the National Curriculum Standards to assess each pupil's progress. • Complete PE, which has a skills-based focus, is taught throughout the school. • Morning sessions are mainly focused on English and Maths teaching. Science and the Foundation subjects are taught during the afternoon.	• Assessments, including Dyslexia Screening and the speech and language progressions tools, are used to identify pupils who may need additional support strategies or interventions. • Intervention, support strategies and programmes are bespoke and led by the needs of the pupils. • The progress of pupils taking part in intervention groups / catch-up programmes is measured on a regular basis and monitored over time for continuity. • Intervention programmes are adapted as appropriate in light of pupil progress • Small group interventions include: - Literacy – phonics, sentence structure, spelling, writing etc. Little Wandle Rapid Catch-up and Daily Keep-up sessions - Maths – Third Space Learning support, mental maths sessions - Speech and Language – Nuffield Early Language Intervention (NELI Project), small group speech development - Physical Development – gross and fine motor skills development e.g. Fun Fit - Pre-teaching - Precision teaching	• Pupils with SEND are provided with individual adult support where needed to ensure they can access the curriculum effectively e.g. 1-1 during swimming sessions; adult support during class lessons depending on the child's needs. • A differentiated curriculum is offered to Pupils with SEND within the resources available at the school. • In exceptional circumstances pupils, may be disapplied from some subjects, tests or assessments, or may have a flexi-schooling or alternative provision arrangement in place. This must be agreed by all involved.

	• Within each class, TAs are used to enable small groups to access differentiated activities.	
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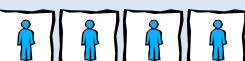
4. Teaching and learning

Whole school approaches (the universal offer to all children and YP)          	Additional, targeted support and provision    	Specialist, individualised support and provision 
• Learning objectives are clearly displayed under a 'We Are Learning To' (WALT) heading in every lesson. • When appropriate, differentiated learning outcomes are displayed. • The school uses a consistent marking and assessment approach throughout, where pupils are made aware of where they need to go next to improve their work (details are outlined in the marking and feedback policy). • Lessons are carefully planned to include clear stages, progress checks and different teaching and learning styles • Groupings are made within classes and sometimes across classes or Key Stages. This may be sometimes be by ability but is often mixed ability or mixed age. • Preferred learning styles are used • Alternative ways of recording work are often used such as voice to text technology or a laptop for typing.	• Planning is clearly differentiated and adult intervention highlighted within planning, where appropriate. • Class teachers and Teaching Assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision • Class teachers and Teaching Assistants work with small groups to: - Ensure understanding - Facilitate learning - Foster independence - Keep pupils on task • If the class teacher is working with a group the teaching assistant supports the class with tasks already set by the teacher • Independent pupil learning is supported by the use of technology, for example: - Notebooks - iPads - Accessibility tools • Special arrangements are put into place for both internal and external assessments e.g. readers, scribes etc. • Some children are part of 'pre-teaching' groups to prepare them for the day's lessons so that they can participate more confidently.	• All children with SEND have Provision Plans where their targets are considered by each teacher when planning their lessons. • Personalised and highly differentiated work is provided, enabling independent and supported learning. • 1 – 1 support is in place for pupils who need more intensive support e.g. for those with physical disabilities, sensory needs, speech and language difficulties, autistic spectrum disorders, severe literacy difficulties / dyslexia etc. • Specialist advice and guidance from external agencies e.g. Speech and language, Physiotherapist, Education Psychologists etc. is used to support the planning and delivery of teaching programmes for teachers and SEND TAs. • Where necessary, specialist equipment and / or techniques are used effectively following training from external professionals.

5. Self-help skills and independence

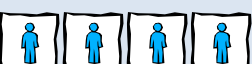
Whole school approaches (the universal offer to all children and YP)          	Additional, targeted support and provision    	Specialist, individualised support and provision 
• In all classes equipment is clearly labelled to enable pupils to independently access what they need to support their learning. • All Key Stage 2 pupils are given the opportunity to attend residential camps or 'camp' days where their independent skills and team work ethic is developed. • All classes promote leadership through the use of monitors and school council representatives. • Pupils are given the opportunity to carry out independent fund-raising activities such as running cake stalls for their chosen charities. • During school productions, pupils are given increasing responsibility towards putting on a successful performance. • School librarians and playground buddies are involved in the running of our school library and playground games. • As a school we promote responsibility and respect for each other and property through the 'Ready, Respectful, Safe' school rules. • Technology is available to aid independence as well as a wealth of resources in each classroom which promote independence.	• TAs within the classroom, encourage independence in all pupils particularly for those that can be heavily reliant on adult support. • Pupils have access to: - Visual timetables - Task cards - Prompt cards • Pupils may also have resources on their desks to support learning which are tailored to support each individual's needs	• Visual timetables and personalised task management boards are used with those pupils with SEND who respond well to this level of independence. • Resources, such as traffic light fans, are provided for pupils to enable them to show a level of independence when asked to what degree they understand an activity and to indicate if they need help at certain points during a session. • Additional support is shared to build resilience in the child so they have the self-coping strategies when and if a teaching assistant is absent, and so that they do not become reliant on support from an adult.

6. Health, well-being and emotional support

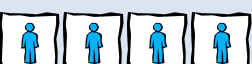
Whole school approaches (the universal offer to all children and YP) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• PSHE is taught throughout the school using the Jigsaw Curriculum scheme. • Daily assemblies have a strong moral focus and / or Jigsaw focus, where the school's ethos of mutual respect is reinforced through stories and songs. • Several after school clubs are run to encourage all pupils to lead a full and active life e.g. Multi Skills, Drama, music clubs etc. • The school has hot meals cooked on site and has a high take-up of pupils choosing to have a school lunch each day. • As part of the Science curriculum and through Relationships Education, pupils are taught to understand how their body changes as it grows and how they need to look after themselves including understanding healthy eating options and the importance of physical exercise. • The SENCo coordinates provision for children with wellbeing, emotional, physical and mental health needs. • Children have access to the Parental Support Advisor Mental Health Support Practitioner and School Nurse – sessions are private and confidential. • Bereavement counselling is also available through Penhaligon's Friends and Dreadnought. • Pupils' health issues are dealt with by staff as and when they arise.	• Resources such as Time to Talk (KS1) and Socially Speaking (KS2), are tools that are used to generate discussion within a group of pupils with the aim of supporting those that need to develop their social interaction skills e.g. turn taking, making eye contact, sharing feelings and understanding and respecting the views of others. • Play leaders (Upper KS2 pupils), actively encourage pupils whose social skills need developing through becoming a 1 to 1 play buddy • 'Fun Fit' targeted to help children with coordination issues.	• Additional support for pupils can be requested from the Parent Support Advisor for pupils with more challenging needs. The school is able to make referrals on behalf of parents through the Early Help Hub to request support from external agencies e.g. school nurse, Family Support etc. • Additional support for pupils can also be requested from: - CAMHS - Social Care - Penhaligon's Friends - Music Therapy - Parent Support Service - Educational Psychologist - Kernow SEMH - Specialist 1 to 1 tuition - Dreadnought - CLEAR - MHST - Autism in Schools Team • Where pupils have specific medical needs, special arrangements are made to ensure they are kept safe and well whilst in school. Where medication needs to be administered during the course of the school day, the child's parent needs to complete a medical form giving written permission for the authorised member of staff to administer prescribed medication to their child. Where appropriate supervised self-administration will be offered.

• Risk assessments are made for all activities both inside and outside of the classroom.		• Children with specific medical conditions have an individual health care plan. • On rare occasions when a pupil might require prescription medication in an emergency, the school will deal with this on a pupil-by-pupil basis having being advised by the parent and where written consent has also been given.
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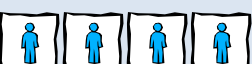
7. Social interaction opportunities

Whole school approaches (the universal offer to all children and YP) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Residential visits are organised on an annual basis to develop group and team-based skills. • Jigsaw sessions are used as an opportunity to develop awareness of thoughts and feelings of others and to ensure all pupils are given the opportunity to share their views and feel valued. • During lessons, children are encouraged to be able to work individually, in pairs or in groups. • Extra-curricular activities and break times offer opportunities to interact with children from other classes. • We have many links with other schools in our network through sport and the arts. • All children are encouraged to take part in community events.	• A variety of resources are used as tools to generate discussion within a group of pupils with the aim of supporting those that need to develop their social interaction skills e.g. turn taking, making eye contact, sharing feelings and understanding and respecting the views of others. • Play leaders actively encourage pupils whose social skills need developing. • Where pupils may need more encouragement to take part in discussion groups, teachers consider the mix of pupils within the groups carefully.	• A variety of resources are available in school for pupils who require support sharing their thoughts and feelings. • Where possible, a child, who has regular adult support on a 1-1 basis, is encouraged to work in the classroom alongside other pupils and is only withdrawn for activities that require high levels of concentration, a quiet area or when an assessment needs to take place. • Adults who support pupils 1-1 with SEND, use a range of strategies to encourage their supported child to work with their peers. This can include involving the pupil with whole group work or being supported by another pupil through paired work. We recognise that at times, it is important for our staff to take a step back to enable a child to initiate their own social interactions and self-help skills.

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 
• The behaviour policy is consistently applied in and outside the classroom. • Classrooms are bright and appealing with displays that value pupils' work as well as working walls to support learning. • Resources are stored securely and are clearly marked to enable pupils to access what they need during the course of the day. • Most staff are trained first aiders. • Health and Safety checks are carried out on a regular basis with the Headteacher, Health and Safety governor, children's Health and Safety Officers and PFI team. • The school motto, 'Every Moment Matters', is integral to every part of our school day. • Award certificates, medals and badges, are also displayed to help promote a positive attitude towards learning. • All areas of the school are accessible to everyone, including those children with SEND. • Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively. Details of this can be found in our anti-bullying policy. • There are named child protection officers (Designated Safeguarding Lead –Mr Ben Teasdale and Deputy –Mrs Mary Arthur)	• Additional resources are made available to ensure targeted groups have access to equipment that enables them to work effectively alongside others. • Non-slip mats and non-breakable equipment are available in practical lessons e.g. cooking • There are named adults who have been trained in techniques for restraint and positive handling. • Adjustable tables and chairs are available.	• There are two adapted toilets available for those who may need them. • The school layout is wheelchair accessible throughout. • The school carpark has a dedicated space for parents with children that have a disability and who are blue badge holders. • Arrangements are made for pupils with allergies or medical needs e.g. epi pen • Risk assessments are used to ensure activities on and off the school site cater for the needs of a child with specific needs including physical disabilities. • Where possible additional equipment is made available to enable children with SEND to access the curriculum and be involved in all activities e.g. specialised scissors, pencil grips, specific seating, dycem resources, sensory resources, Zuma rocker, IT etc

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 
- At the end of each academic year class teachers meet to discuss each pupil to ensure a smooth transition between classes. - For pupils starting in EYFS, Learning Together sessions are organised to enable pupils and their parents to spend 45 minutes in the school each week for 3 weeks during the last half term of the academic year. These sessions enable our new and youngest pupils to get to know their class teacher(s), the TAs, the classroom and school. - The EYFS teachers visit all pre-school settings to meet pre-school children that have been allocated a place at our school. The EYFS teacher and SENCo also meet with the pre-school leader to discuss each child's needs and development. - Year 7 tutors from the local secondary schools visit our school to talk to the Year 6 teacher about our pupils moving up to secondary. - All Year 6 pupils are invited to attend transition workshops at the secondary schools that they have applied for. - Open days are offered to all our pupils by the local secondary schools. - Visits and taster days are offered to parents who wish to transfer their child from another school during the course of the academic year.	- Where pupils are worried about their transfer to secondary, additional transition sessions are provided by some secondary schools to enable these pupils to feel more secure about moving on from primary. - Where pupils may need some additional support as part of a small group, information about support work activities is passed on to the next teacher. - Detailed assessment and specific pupil grouping is passed on to the next teacher at the end of the academic year.	- Where a child has a Provision Plan or an EHCP, the SENCo, teacher and TA who works 1-1 with the child attend a meeting with the relevant members of staff within the setting that they are transferring to or from. - Where appropriate a personalised transition book is created for a child starting at our school which includes photographs of staff that will work with the child and various parts of the school that they will use on a regular basis. - A meeting is arranged at the earliest opportunity, between the parents, SENCo, 1-1 TA and class teacher to discuss their child's development and needs within their child's new setting. - Where additional agencies are involved in a child's EHCP, a meeting is also set up at the earliest opportunity to ensure all information is shared and handed onto the next setting for that child. - Termly reviews are held within school between the SENCo, 1-1 TA and class teacher. - Parents, external agencies and school-based staff that are involved with the child are invited to attend the annual review meetings. - Where a child is transferring between schools during the course of the academic

		year, relevant staff may visit the child within their existing setting to observe the pupil. • A meeting will take place between current and new SENCo to discuss the child's development and needs with the staff at that school. • Children are always encouraged to participate in meetings to share their views relating to their progress and we are flexible about how this is carried out.
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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 
Writing Provision Plans Trauma Informed Schools (TIS) Introduction to Adverse Childhood Experiences (ACEs) and Early Trauma An Introduction to Dyslexia Friendly Schools Listening to Young Children: Supporting Transitions Bereavement Champion Training Depression – A Compassionate View Supporting Children’s Development from Early Years to School Leavers Using iPads to Support Students with Literacy Difficulties ASDAT and the Neurodevelopmental Pathway The Graduated Approach at the Heart of Distributed Leadership for SEND Emotion Coaching	Fun Fit Identifying and Supporting Learners with Dyslexia Introduction to Speech and Language Communication Understanding Dyslexia Speech and Language in the Early Years Supporting Children with Social and Communication Difficulties in the Early Years MLD Conference including WRAPS Training for SENCos Emotional Literacy Support Assistant	Deaf Awareness Training Understanding Asperger’s, Autism and ADHD SCD Communication Training Sensory Processing Visual Impairment Training British Sign Language – Level 1 Future Learns: Autism Awareness of Type 1 Diabetes in Schools and Other Settings (Basic and Advanced Level) The Boxall Profile

The training listed above details the past three academic years. Historically, staff have had ongoing training sessions for different areas of SEN and will continue to do so on a regular basis. The list will be updated and added to on a yearly basis, when this document is reviewed.

Services and organisations to which we have access

Service/organisation	Contact details
Educational Psychology Service Educational Psychologists are specialists in learning, emotional well-being and child development. They work directly or indirectly with children and young people. They also provide advice to their parents and other adults who teach and support them. In Cornwall, Educational Psychologists (EPs) work as part of the Children's Psychology Service.	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/
Cognition and Learning Support Service 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 It offers: • free core support comprising casework, assessment, advice and consultation • low cost training for schools • special events, e.g. the annual Cognition and Learning Conference	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/cognition-and-learning-needs/
Physical and Medical Needs Advisory Service This team work to ensure all students with physical disabilities and medical needs can access the school curriculum. They do this through close liaison with the Council's Special Educational Needs (SEN) support teams as well as key NHS therapy teams. Their key services include: Advice on access to school equipment, resources, classroom and wider school environment; Advice on transitions for students with physical and/or medical needs; Advice on risk assessments for pupils with	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/physical-disability-or-medical-needs-advisory-team/

physical and/or medical needs; Advice on enabling and engaging pupils with physical and/or medical needs; Advice and guidance to support pupils with Developmental Co-ordination Disorder; and advice on use of I.T to promote inclusivity and independence throughout a student's journey.	
Dyslexia Cornwall Dyslexia Cornwall is a registered Charitable Incorporated Organisation. They provide support and services for dyslexic children and adults of all ages, their parents / families, educators, employers and the wider community. They provide outreach services across the whole of Cornwall and the Isles of Scilly.	Helpline: 07716 639375 enquiries@dyslexiacornwall.org.uk www.dyslexiacornwall.org.uk
Speech & Language Therapy Service (SaLT) The Speech and Language Therapy Service supports children and young people in Cornwall aged 0-19 years who have difficulties with communication, or with eating, drinking and swallowing. Speech and language therapists (SLTs) are registered allied health professionals. Allied health professional is how we describe trained professionals who aren't doctors or nurses. The Speech and Language Therapy service supports children and young people in Cornwall aged 0-19 years who have difficulty with: • understanding what is said to them • expressing themselves • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). This can include children/young people with delay in learning to talk, speech sound production difficulties, learning difficulties, cleft palate, stammering, selective mutism, autism, hearing impairment and physical disabilities.	https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/

Children and Young People with Disabilities (sometimes referred to as the Disabled Children and Therapy Service) This team assesses children and young people's individual needs so they can provide the right help. They offer an assessment to children and young people with disabilities who are described as 'Children in Need' under The Children Act 1989. This could be a learning disability or a physical disability. It could also be sensory loss, complex health needs or life limiting conditions.	0300 1234 101 https://www.cornwall.gov.uk/health-and-social-care/childrens-services/children-and-young-people-with-disabilities/
Cornwall Council Occupational Therapy The Occupational Therapy Service for children and young people is part of Cornwall's Social Care, Disabled Children & Therapy Service. They provide an equipment and adaptation service to disabled children and young people in their own homes. The Occupational Therapy service is available for any disabled child or young person resident in Cornwall aged 0 - 18 years who has a permanent and substantial learning or physical disability and a need to improve their access, independence, and activities of daily living. They usually assess children and young people who have: • A physical disability • A learning disability • A chronic life-limiting or life-threatening condition • Sensory impairment or loss • Autism Spectrum Condition • Other complex needs	https://www.cornwall.gov.uk/health-and-social-care/children-and-young-people-with-disabilities/occupational-therapy/
NHS Occupational Therapy (provided by the Children's Community Therapy Service) Children's Community Therapy Services (CCTS) and Community Paediatrics work in partnership within the department of Community Child Health at the Royal Cornwall Hospital NHS Trust. CCTS deliver Occupational Therapy, and Physiotherapy treatment, to children and young people who present with, or are being investigated for, neurological, neuro-developmental, neuro-muscular conditions, atypical development and/or disabilities.	https://royalcornwallhospitals.nhs.uk/services/child-health/

NHS Occupational Therapy – Dietitians (provided by the Children’s Community Therapy Service) CCTS Dietitians offer dietetic assessment and advice to disabled children who are at risk of under-nutrition. Nutritional issues may range from small appetite, mild gut issues affecting food intake or poor variety of foods eaten to extensively limited diets, allergies and poor growth. CCTS Dietitians also work with community paediatricians and a multiagency team to provide a family focussed service for children who are obese, following very clear criteria for entry to and exit from the service. This includes the Lifestyle, Eating and Activity for Families (LEAF) programme for Early Years.	https://royalcornwallhospitals.nhs.uk/services/child-health/
School Nurse When a child starts school, school nursing offer a comprehensive health assessment. They can support with any health concerns parent may have for their child. This includes: • weight management • medical conditions • day and night time wetting As well as support to access health services, such as: • dental • vision • hearing care • emotional / mental health School Nursing may also work with other practitioners to make sure a child’s health and wellbeing remains a priority. A child can have access to their School Nurse throughout their primary school years. School Nurses can see a child in school or in a clinic. They also offer telephone or virtual contact for health assessments. This includes asking questions about a child’s health, wellbeing and development. School Nurses can then help by developing care plans with parents and their child or referring on to other services.	https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/
Vision Support This specialist team includes: • Qualified Teachers of the Visually Impaired (QTVI) • Specialist Visually Assistive Technology Teacher • Habilitation Specialist	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/vision-support-team/

The team work with children and young people (0-25 years) with a diagnosed visual impairment, their families, their settings, schools (mainstream and specialist) and colleges and other professionals. They provide support by giving support and advice to families and settings/schools following diagnosis; providing specialist teaching for some learners. For example, Braille and Assistive Technology; providing habilitation training for identified learners; carrying out functional visual assessments followed by written reports and advice; providing advice about specialist adaptations to learning materials and the environment; providing advice about specialist equipment; training staff who work with settings; providing statutory advice for EHCPs and EHCP reviews; supporting transition between phases and stages of education.	
Hearing Support The hearing support team provides specialist support for infants, children and young people in Cornwall whose hearing loss is affecting their education. The team also give families, schools and settings advice on managing hearing loss. Qualified Teachers of the Deaf visit children and young people at home or in their school / setting to carry out educational audiological assessments; observe and work with the individual; liaise with the parents and relevant staff; provide advice or direct support as appropriate.	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/hearing-support-team/
Cornwall Neurodevelopmental Assessment Team This service is a multi-disciplinary assessment team consisting of psychiatrists, clinical psychologists, speech and language therapists, occupational therapists, paediatricians, nurses and neurodevelopmental practitioners. Children and young people who have a mixed pictures of difficulties or complex presentations are assessed through this team. The team carry our assessments to explore whether a child or young person may have autism, ADHD or both.	https://www.cornwallft.nhs.uk/neurodevelopmental-assessment-team/
Autism in Schools Team The Autism in Schools Team support autistic children and young people who are on roll at a school in Cornwall. The support schools to include autistic children and young people in all activities. Their mission is for autistic children to be able to join in, learn and thrive. They mostly work	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/autism-in-schools-team/

in schools and sometimes in the home. They work alongside other teams to encourage joint problem-solving promoting strategies that are neuro-affirming and evidence-based.	
Child Adolescent Mental Health (CAMHS) Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers. Services are usually multi-disciplinary teams of mental health professionals providing a range of interventions in the community, working with schools, social care, charities, voluntary and community groups.	https://www.cornwallft.nhs.uk/camhs/
Early Help Family Workers Early Help Family Workers provide support for families with children aged 9 months - 12 years who are able to give their consent and commit to engage in support and who meet the criteria as set out as below. Support is offered using a range of evidence-based approaches including parenting strategies replicated in the parenting courses available in each locality. The Family Worker will complete a comprehensive Early Help Assessment which focuses on the needs of the children in the family but also considers the wider needs of the whole family. The intervention of the Family Worker is child centric; workers will meet with the child independently when age appropriate, and consider the child in the context of the wider family, school and community to complete actions from the Early Help Plan and achieve sustainable change.	01872 322277 earlyhelphub@cornwall.gov.uk
Multi-Agency Support and Safeguarding Hub (MASSH) The MASSH brings together professionals from social care, health, education and police to respond to concerns about children and young people. They provide: - Safeguarding response for children at risk - Help and Support (Family Help) - Advice and guidance for professionals, families and the public	If you have immediate concerns or are worried about a child or young person's safety please telephone the Multi-Agency Support and Safeguarding Hub (MASSH) on 0300 123 1116

Parent Support Service Parent support advisors offer informal opportunities in school to discuss the needs of parents and carers in caring for their children. They also make home visits if requested to provide parents with further support.	https://www.cornwall.gov.uk/health-and-social-care/childrens-services/parenting-page/
PRICE (Protecting Rights in a Caring Environment) Training PRICE Training offers a range of services to support organisations in how to respond positively to behaviours of concern. The lead the way in ensuring that organisations and individuals have the skills needed to keep themselves and those in their care safe. PRICE is an RRN certified training provider.	Mike McBride admin@pricetraining.co.uk
Dreadnought A Cornwall-based charity working with children and young people. They offer one-to-one sessions focussed on a child's needs with an adult who will support them to understand their feelings and make the changes in their life that they want. They also support groups of children to build social skills and confidence as well as providing a dedicated service to support young people with ASC to access mainstream social activities. In addition, they provide counselling and training.	https://www.thedreadnought.co.uk/#primary
Magikats / Kernow Tuition Kernow Tuition offers unique services which cater to the individual needs of students, supporting them to rekindle a joy of learning. They focus on taking small steps to help students who, for physical or medical reasons, may find it challenging to access traditional schooling.	Fay Morris TR8 4RT, Newquay, Cornwall, England, United Kingdom 01637 873862 https://kernowtuition.co.uk/
Mental Health Support Team (MHST) The focus of the team is on prevention and early intervention. They are a primary school linked service. The team can also support the transition into secondary school, and link with secondary school colleagues as needed. Depending on the age of the child or young person, they may work either directly with them or with their parents or carers. They also work with school staff and offer support on different levels; with the aim of developing and supporting a whole school approach to promoting mental health.	Emma Counsell Please contact school in the first instance.

They can provide individual, or group based short term, low-intensity mental health interventions and support focused on mild to moderate anxiety, low mood and other areas.	
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Parents needing support or advice can also find many contacts on the Family Information Service Website:

<https://fis.cornwall.gov.uk/SynergyWeb/CornwallFIS/Childcareandwraparoundsupport.aspx>

Frequently asked questions and answers

How does your school know if my child needs extra help and what should I do if I think my child may have special educational needs?

All pupils are regularly assessed throughout the year. Data from assessments, in addition to day to day monitoring of progress through marking, provides the information needed to identify those children that may require additional support with their academic learning. Children are also regularly monitored by staff with regards to their mental wellbeing and are trained to look for signs of social, emotional and mental health needs. If you feel your child may have special educational needs, please discuss your concerns with your child's class teacher in the first instance, or the SENCo.

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

The Headteacher maintains an overview of the progress of all pupils in the school. Class teachers supported by Teaching Assistants plan for and monitor the progress of their pupils. The SENCo has particular responsibility for those pupils who require additional support. In addition to school staff, parents play a vital role in the development of their children and the school actively encourages a strong home/school link.

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

Our school uses the 'National Curriculum in England: Primary Curriculum' to plan for all pupils. In all classes, teachers plan differentiated tasks to ensure pupils of all abilities can access the curriculum effectively. Additional support is in place for those pupils who require support within a smaller group or 1-1, and may also provide a personalised curriculum tailored to the needs of a child if required, for example if the child has an Education Health Care Plan (EHCP) .

How will school staff support my child?

Support will be tailored to the needs of the class, a group or an individual. This will include practical learning resources as well as adult support.

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

Regular are meetings are held throughout the year between parents and the class teacher. We have an open door policy where, if you feel you would like to speak to your child's teacher, we will do our best to ensure we accommodate you. Annual reports are sent home at the end of the summer term. If your child has additional needs, termly meetings will be arranged for you to discuss your child's progress towards their Provision Plan targets. Annual reviews are also planned where any outside agencies involved with your child's progress, are invited to attend. Where a child has an EHCP, all staff involved in your child's development, will provide written reports at the annual review meetings.

What support will there be for my child's overall wellbeing?

The school follows a carefully structured behaviour policy and, in addition to PSHE / Jigsaw sessions for the pupils, parents are encouraged to share any concerns they feel the school should be aware of, regarding their child's wellbeing.

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

The school has up to date Health and Safety and Safeguarding policies in place. All staff are regularly trained and informed of any changes to policy or any parental concerns that relate to their child. Risk assessments are completed where appropriate.

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

Specialist services available to the school are listed above. These are accessed on a needs basis.

What SEND training have the staff at school had or are having?

Both the SENCo and Headteacher hold the National Award for SEN qualification (NASENQ). Staff have received regular in-house training provided by a variety of professionals. This has been delivered as a whole staff approach as well as more specific training for staff who work with children that have identified needs. The SENCo attends regular relevant training sessions and cascades appropriate elements of this training the staff at school.

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

The school ensures that all school trips are inclusive. Risk assessments are conducted to ensure all pupils are able to enjoy their learning off site in a safe and well managed environment.

How accessible is the school environment?

The school is wheelchair accessible throughout. There is disabled parking available in the school car park.

How are the school's resources allocated and matched to children's special educational needs?

Where a child has an EHCP, the school will use advice from outside agencies and specialists to ensure the appropriate resources are in place (as outlined in the child's plan).

Who can I contact for further information?

In the first instance, parents can contact their child's class teacher or the SENCo. The contact details for outside agencies are listed above.

What should I do if I feel that the School Offer is not being delivered or is not meeting my child's needs?

If a parent does not feel the school is delivering what the School Offer states, the parents need to contact the Headteacher in the first instance. If the parent is not satisfied with the outcome, they must then refer to the complaints policy available on the school's website.

How is your School Offer reviewed?

The School Offer will be reviewed annually with relevant staff and governors.