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**Grampound with Creed CE School**

**Our ‘Local Offer’ for Special Educational Needs and Disability (SEND)**

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| |  | | --- | | Grampound with Creed is an active and happy Church of England primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have.  Our School is part of Celtic Cross Education Multi Academy Trust. The Trust brings together twelve church schools; Grampound with Creed, Bishop Bronescombe, Grampound Road, Ladock, Veryan, Lerryn, St Winnow, St Michaels, St Mabyn, St Tudy, St Petrocs and Marhamchurch schools in a collaborative way, to share, learn from and support each other to benefit the pupils of all the schools.  Managed centrally, the trust provides school improvement opportunities, financial stability and a family network of schools that under the common synergy of a Christian based learning environment will provide high quality education in rural Cornwall.  We want all of our pupils and staff to succeed and our promise is to try our best to give each and every pupil that opportunity to achieve and to reach their full potential.  The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Grampound with Creed are all trained to cater for the needs of the children in their care both inside and outside of the classroom using the ‘THRIVE’ and TIS approach. Many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions and where necessary other learning interventions developed on an individual need basis. We also seek support from external agencies where appropriate. The planning and delivery of the curriculum is differentiated by our talented team of teachers and their assistants.  Our Special Educational Needs and Disability Manager is Rachel Moseley.  Name and contact details of the Special Educational Needs and Disabilities Coordinator:  Caroline Jarrett [cjarrett@stpiranscross.co.uk](mailto:cjarrett@stpiranscross.co.uk) overseen by SEND manager  Rachel Moseley [rmoseley@stpiranscross.co.uk](mailto:rmoseley@stpiranscross.co.uk) Schools number 01726882644 | |

**The levels of support and provision offered by our school**

1. Listening to and responding to children and young people

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| Whole school approaches  The universal offer to all children and YP.  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | Additional, targeted support and provision  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | Specialist, individualised support and provision  MC900053966[1] |
|  The views and opinions of all children are valued   Pupil voice is heard in all aspects of school   Pupil voice is heard through:  - Class Circle Time  - School Council  - Head teacher Questionnaires  Grampound with Creed School works in close partnership with all parents and carers and operates and ‘open door’ policy   Parents / Carers of all pupils are invited to attend Parent Consultation meetings   Reports are sent home termly detailing achievement and attainment in all areas of the curriculum   Children’s reading / homework diaries are used to encourage written dialogue between home and school   Parents / Carers know exactly who to contact if they have any concerns   Termly targets are sent home by the class teachers enable parents / carers to understand more about what their child is learning   Parents / Carers are encouraged to engage in 1 to 1 reading with their child at home as well as helping out with class reading sessions in school   Parents have access to the School Nurse – sessions are private and confidential   Home/School agreement makes roles absolutely clear   Parents invited to celebrate in themed celebrations – invitation to harvest festival, for example |  Families are invited to attend extra-curricular activities   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 the Parental Support Advisor if circumstances mean this would be beneficial.   Our school has a designated Child Protection Teacher and a Child In Need Advocate.   Our school has a fully trained THRIVE practitioner and a trained ASD champion. |  Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews   Parents’ / Carers’ views are an integral part of and form the basis of TAC meetings and SEND reviews   Advocacy is available to parents / carers on request to ensure the fulfilment of the above   All documentation is presented in a format that is accessible to individual parents / carers   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 to their child’s teacher and / or support assistant through the use of a home / school book |

1. Partnership with parents and carers

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| Whole school approaches  The universal offer to all children and YP  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | Additional, targeted support and provision  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | Specialist, individualised support and provision  MC900053966[1] |
|  Grampound with Creed aims to work in close partnership with all parents and carers .   Parents / Carers of all pupils attend Parent Consultation meetings termly   Reports are sent home termly detailing achievement and attainment in all areas of the curriculum   Children’s reading / homework diaries are used to encourage written dialogue between home and school   Parents / Carers know exactly who to contact if they have any concerns   The school’s website and termly overviews sent home by the class teachers enable parents / carers to understand more about what their child is learning   Parents / Carers are encouraged to engage in 1 to 1 reading with their child at home as well as helping out with class reading sessions in school   Parents have access to the School Nurse – sessions are private and confidential   Home/School agreement makes roles absolutely clear   Parents invited to celebrate in themed celebrations – invitation to harvest festival, for example   Pupil Premium  It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. Our School will publish details of a report online annually. This report aims to detail information on how Pupil Premium has been used within school. |  Families are invited to attend extra-curricular activities   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 the Parental Support Advisor if circumstances mean this would be beneficial. |  Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews   Parents’ / Carers’ views are an integral part of and form the basis of TAC meetings and SEND reviews   Advocacy is available to parents / carers on request to ensure the fulfilment of the above   All documentation is presented in a format that is accessible to individual parents / carers   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 to their child’s teacher and / or support assistant through the use of a home / school book |

1. The curriculum

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|  The curriculum at Grampound with Creed School is designed and adapted to ensure the inclusion of all pupils   All pupils, regardless of their ability and / or additional needs, have full access to the curriculum   Assessments, including Dyslexia Screening, are used to identify pupils who may need specific interventions  Our SENDCO meets with parents on request to discuss any concerns that parents/ carers may have. |  Intervention strategies and programmes are led by the needs of the pupils   The progress of pupils taking part in intervention groups 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:  Our Whole school phonics is taught across at least 5 ability groups.  Dyslexia Small group literacy and study skills.  Social skills groups. |  Pupils are supported in following their interests and individualised curriculum (where appropriate) regardless of their SEN and / or disabilities   Pupils with special needs and / or disabilities can access the curriculum with adult support as appropriate   In exceptional circumstances pupils, may be dis-applied from some subjects, tests or assessments. This must be agreed by all involved. |

1. Teaching and learning

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| Whole school approaches  The universal offer to all children and YP  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | Additional, targeted support and provision  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | Specialist, individualised support and provision  MC900053966[1] |
|  All staff at Grampound with Creed use a ‘Dyslexia Friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all children   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 sometimes be by ability but is often mixed ability or mixed age.   Preferred learning styles are used   Learning objectives are discussed for each lesson and displayed when appropriate   Differentiated success criteria are also discussed   Children’s work is regularly marked against the learning outcomes and often done so by the children and their peers (see marking policy) and targets are either visible or easily accessible for each child   Alternative ways of recording work are often used   Homework support is available |  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 where appropriate.   Special arrangements are put into place for both internal and external assessments e.g. readers, scribes etc. |  Personalised and highly differentiated work is provided enabling independent and supported learning   1 to 1 support is in place for pupils who need more intensive support e.g. for those with physical disabilities, speech and language difficulties, autism, Downs’ Syndrome, severe Literacy difficulties etc.   Outreach Support is requested as necessary for advice on teaching and learning. |

1. Self-help skills and independence

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|  Pupils are encouraged to seek help from alternative sources before asking the teacher or teaching assistant   Technology is available to aid independence   There is a wealth of resources in each classroom which promote independence |  When teaching assistants are in the classroom they facilitate independence   Pupils have personalised equipment to help them learn such as task boards, timers etc.   Pupils have access to:  - Visual timetables  - Task cards  - Prompt cards |  Teaching assistants working 1 to 1 with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves.   Where children are unable to vocalise their needs our 1 to 1 teaching assistants are able to ‘read’ signs from the child to assess their need   Additional support is shared to build resilience in the child so they have the self-coping strategies when and if the teaching assistant is absent   Personalised task boards and timetables are in place to support independence |

1. Health, wellbeing and emotional support

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|  PSHE / PSED / Circle Time sessions include all children   The SENCo coordinates provision for children with wellbeing, emotional, physical and mental health needs   Peers support each other in class and older children support younger children in the school   Children have access to the Parental Support Advisor and School Nurse – sessions are private and confidential. Bereavement counselling is also available through this team   Pupils’ health issues are dealt with by staff as and when they arise   Risk assessments are made for all activities both inside and outside of the classroom   All staff have an awareness of the THRIVE approach to support all our children. |  Support for issues such as bereavement or behavioural issues from the Parental Support Advisor.   Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time or R-Time.   ‘Fun Fit’ targeted to help children with coordination issues is offered periodically when needed.   THRIVE Club has been set up to run to help improve self esteem for specific children.   Annual applications to the Wave Project are also made in consultation with parents/ carers.   All staff have an awareness of the THRIVE approach to support specific children as supported by our THRIVE practitioner. |  TAC meeting, Early Support meetings and reviews are supported by a range of external agencies including the school nurse   B-squared is used to tailor provision to need   Additional support for pupils can be requested from:  - CAMHS  - Social Care  - Penhaligans’ Friends  - Parent Support Service  - Speech and language  - School nurse   Children with specific medical conditions have individualised health care plans |

1. Social interaction opportunities

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|  All children have opportunities for social interaction, regardless of need, for example through mixed playtimes and lunchtime tables.   All children belong to a class with children of the same or similar age.   All children are invited on trips and visits   Older children are often involved in ‘paired reading’ with younger children and also have the opportunity to share work   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, such as local village events, church events and we have links with the local bowling club   Our children are encouraged to perform at local events such as the opening of the village shop |  Some children are encouraged to take leadership roles in helping with younger children at playtimes   Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held at the local secondary school (The Roseland Community College)   More able children are encouraged to take part in Maths and English sessions at the local secondary |  Children are individually supported by TAs to enable their attendance at after school clubs |

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

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|  All areas of the school are accessible to everyone, including those children with SEND   All classrooms are wheelchair accessible   Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively   There are named child protection and child in need staff (Designated Safeguarding Officers)   All areas of the school are uplifting, positive and support learning   Teachers focus on rewarding good behaviour to promote a positive learning environment   The systems in place for rewards and sanctions are robust and displayed around the school |  Non-slip mats and non-breakable equipment are available in practical lessons e.g. cooking   There are named adults who are ‘team teach’ trained   An adapted toilet is available for those who may need it. |  Classrooms are made accessible for children with additional needs |

1. Transition from year to year and setting to setting

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|  There are strong links with the feeder pre-schools, as well as the local secondary school to enable smooth transition and extra support during these times should it be needed   Children visit the local secondary schools regularly for specific events   Secondary staff visit Year 6 children in the summer term   Transition sessions for pre-school children and induction days for Year 6 take place in the summer term   Buddy systems are in place for all children who are new to our school. |  Children identified as possibly struggling with transition have many additional visits to secondary school or into the Reception class, individually or in small groups   Communication passports are put together for all children who cannot communicate for themselves |  The SENDCo attends all statement reviews and TAC meetings   Children have a structured, individualised transition programme from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment etc.   Representatives from secondary schools are invited to transition reviews   Children with SEND have extra visits to secondary schools in Year 6 |

**The SEND Qualifications of, and SEND training attended by, our Staff**

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| To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community.  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | To enable targeted support and provision  MC900053966[1]MC900053966[1]MC900053966[1]MC900053966[1] | To enable Specialist, individualised support and provision  MC900053966[1] |
|  SENDCO: Rachel Moseley holds the Post Graduate Dip in SEND   All staff first aid trained.   All staff completed Tier 2 CP training.   All staff trained in ASD awareness.   All staff trained in Dyslexia awareness.   All staff trained in THRIVE   Three staff team teach trained..   All TAs in National coaching programme.   TA - Literacy and Numeracy Diploma.   TA – Speech and language training.   One TA trained as ASD champion.   One teacher trained to be a THRIVE / TIS practitioner. |  All staff first aid trained.   All staff trained in ASD awareness.   All staff trained in Dyslexia awareness.   TA – Autism champion.   All TAs in National coaching programme.   TA – Dyslexia champion.   TA – Speech and language training. |  All staff first aid trained.   All staff trained in ASD awareness.   All staff trained in Dyslexia awareness.   TA – Dyslexia champion.   TA – Autism champion.   All TAs in National coaching programme.   TA – Speech and language training. |

**This is how we:**

**Assess and review the progress of our children/ young people's progress towards outcomes.**

***Personal targets each term set by teachers. These are reviewed with parents / carers and children at the end of the set period.***

***Data tracking across whole school to monitor effectiveness of interventions.***

***Targets monitored weekly by adults working with specific children or groups.***

***Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)***

***Close links maintained with parents and carers to keep an open dialogue on children’s progress.***

**Evaluate the effectiveness of our provision for children and young people with SEN.**

***Personal targets each term set by teachers. These are reviewed with parents / carers and children at the end of the set period.***

***Data tracking across whole school to monitor effectiveness of interventions.***

***Targets monitored weekly by adults working with specific children or groups.***

***Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)***

***Close links maintained with parents and carers to keep an open dialogue on children’s progress.***

***If interventions are not making an impact on progress towards targets then they need to be modified or changed completely.***

**Handle complaints about the provision made at school.**

***Any complaints will be forwarded to the Head of School, The SENCO and the Chair of Governors who will aim to investigate and remedy any problems with the school’s provision. A full complaints policy is available on our website.***

A copy of the Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: http://cornwall.childrensservicedirectory.org.uk

**Services and organisations that we work with:**

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| **Service/organisation** | **What they do in brief** | **Contact details** |
| Educational Psychology Team | Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (Eps) work for the Children’s Psychology Service which is part of the Children’s Early Help, Psychology & Social Care Services. | Katy Neve  Senior Educational Psychologist for mid-Cornwall  01872 323022 |
| Speech and Language Therapy Team | The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing. | 01208 834488  [cpn-tr.enquirslt@nhs](mailto:cpn-tr.enquirslt@nhs).net |
| Paediatric Occupational Health | Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness. | Children’s Community Therapy Lead  01872 254531 |
| Paediatric Physiotherapists | Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises  and activities so that the child carries them out regularly | Children’s Community Therapy Lead  01872 254531 |
| AAC Officers | AAC officers introduce Alternative and Augmentative Communication which opens the door on a huge range of equipment and techniques which support or replace spoken and written communication | Anne Williams  aswilliams@cornwall.gov.uk |
| Social Workers |  | Cornwall Council Children’s, Schools and Families Team  0300 1234 101 |
| Parental Support Advisor | A parental support advisor (PSA) provides a seamless link between home and school which enables a child’s well-being and promotes a positive attitude towards education | Contact through school |
| The Hearing Support Team | The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss. | Jan Sprouse  Speech and Language Therapy Unit 2 Bodmin Business Park Harlieigh Road Bodmin PL31 1AH Telephone:  01208 834488 |
| Cornwall Dyslexia Service | This service works closely with schools, children/young people, parents/carers and the Cornwall Dyslexia Association to ensure the successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training.  The service continues to support us to achieve the Cornwall 'Inclusive, Dyslexia Friendly Schools' award which we are planning to reaccredit this year. | dyslexiaservice@cornwall.gov.uk |
| School Nurse | School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1. | 01872 221400 |
| Scope | Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children. | 01726 212706  cornwall@scope.org.uk |
| |  | | --- | | Educational Welfare Officer | | Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At our school the SENDCO has termly meetings with our Educational Welfare Officer to address any  attendance issues that may arise | Contact via school: 01726 842595  Central Office:  Sedgemoor Centre  Priory Road  St Austell |
| ASD Advisory Team | The Autism Spectrum Team is a service supporting young people with autism of school age.  The Autism Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers. | Sarah Foden  Mid Cornwall Advisor  01726223356 |
| CAMHS | CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties. | Sedgemoor  St Austell  01872 221400 |
| Bowel and Bladder Nurse | This service supports and advises children and young people who suffer with bladder and bowel dysfunction. They provide individual assessments, advice, support and education to children, young people, families, carers, healthcare professionals and allied professionals in education, social services and the voluntary sector. | Penrice Hospital  St Austell  Cornwall  Daphne Appleton 01726 873095 |
| Childrens Trust Early Support | In January 2009, the Cornwall Children’s Trust was formed with a responsibility to oversee the implementation of the Children and Young People’s Plan. | 01872 322970  Mid Cornwall  Crin Whekan  01872323329 |
| Children In Care ( Education support service)  Cornwall social Care Services | Children in Care Education Support Service (CICESS) is part of Cornwall’s Children in Care Strategy and has been up and running since September 2008 as the ‘Virtual School for children in care in Cornwall’. Their priority is to promote the educational attainment and achievement of Children in Care, under section 52 of the Children Act 2004. | 01872 322462  Priory house Bodmin  01208 251300 |
| Community Paediatric Consultant | The consultant community pediatrician is a senior children’s doctor who specialises in the care of children with developmental or neurological problems. | Dr Murty  St Austell Centre  01872 254527 |
| Ear Nose and Throat Dept  Treliske Hospital | The ENT Department is part of the Surgical Division, which includes Paediatric, Breast, Vascular, Urology, Oral Surgery, Ophthalmology and General Surgery.   The ENT department provides inpatient services at the Royal Cornwall Hospital and Outpatient services at Royal Cornwall Hospital, St. Michaels Hospital, Camborne and Redruth Hospital, Falmouth Hospital, Newquay Hospital, Bodmin Hospital and Penrice Hospital. | Treliske Hospital  01872 254901 |

**Answers to Frequently asked Questions**

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

Our school has an ‘open door’ policy to parents and have extremely well-developed links with the parents of the children that attend our School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are discussed weekly at staff meetings. Children’s progress and behaviour are monitored through termly tracking systems and staff monitor family situations closely with those involved.

If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child’s previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

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

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

The progress and success of your child in school is everyone’s responsibility. By ‘everyone’ we mean all school staff, parents as well as the child themselves. Each year a copy of the Home / School Agreement is sent home to be signed by both the parent and the child. This is then returned to school, signed by the class teacher and stapled into the front of the child’s reading / homework diary. Although this is not a legally binding document, we expect all who sign the agreement to adhere to it in equal measures, to support the success and progress of each child.

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

At our school we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three ‘waves’ of support: Wave 1 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished.

Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support.

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

Our School operates a policy to create a constant positive dialogue with parents. In addition to this staff may ask to speak with parents at the end of the school day, parents / carers are invited to attend an introductory meeting in the Autumn term, Parent Consultations in the Spring term, and in the Summer term annual reports are sent home to parents, after which they may request an additional consultation with their child’s class teacher if they wish. All of this constant dialogue between school and parents will help you to support your child’s learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head Teacher at your request.

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

Your child’s overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

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

At our school we have a variety of measures, policies and procedure in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. Our safeguarding policy ensures that… and we have risk assessments in place for a wide variety of activities and situations that may arise. Children who have severe or complex needs, or those who have a disability have individual risk assessments carried out for fire evacuation and school trips, for example.

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

A list of specialist services and expertise accessed by our school is available in the section of this document entitled ‘Services and Organisations that we work with’.

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

The Special Educational Needs and Disability Co-ordinator (SENDCo) has been accredited with the National Award for SEN Co-ordination, a year-long qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school. She also holds the Diploma for teaching children with Specific Learning Difficulties.

All staff at school have received specialist Autism training and Dyslexia training. In addition to this some staff have been trained in supporting children with hearing difficulties, communication difficulties as well as more individualised training through intervention programmes in Maths and English.

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

Everyone is included in everything at our School. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year as well as Camps for the older year groups. All children are encouraged to take part in after school clubs, and those children who need it are supported by their one to one support assistants. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

**11. How accessible is the school environment?**

The whole of the school environment is accessible to everyone who attends school or who comes to visit us. We have ramps to the majority of doorways and access to every classroom is made as easy as possible for everyone.

**12. How will school prepare and support my child through the transition from key stage to key stage and beyond?**

Your child will be highly supported by school throughout every transition process. We would meet with everyone involved in supporting a child’s needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school they would be able to undertake extra transition days to allow them to become more familiar with the environment. The Parental Support Advisor (PSA) would also be involved in these transitions, providing a link between one educational setting and the next.

**13. How are the school’s resources allocated and matched to children’s special educational needs?**

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school’s SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with a Statement of Special Educational Need or an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

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

In the first instance staff in school would look at the levels your child is achieving and in which areas they need supporting and then target this additional support to those areas of learning. Professional advice may be sought where necessary and then this advice acted upon by providing necessary resources or additional support both in and out of class. This is made by discussion with parents, the child, the school and any external professionals possibly in the form of a TAC or TAF (Team Around the Child / Family) meeting.

**15. Who can I contact for further information?**

For further information please feel free to contact the SENDCo: Rachel Moseley or the Head of School; Caroline Jarrett.

**16. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child’s needs?**

If you feel that the Local Offer or the School Offer is not being delivered or is not meeting your child’s needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Rachel Moseley) or the Head of School (Caroline Jarrett). Concerns may then be escalated if necessary to the Chair of Governors (Tracey George) or to the Local Authority (Cornwall Council).

**17. How is your School Offer reviewed?**

Our School Offer is reviewed on an annual basis in consultation with staff, parents and governors of the school.

This policy was approved by the Local Governing Body on December 6th 2016.

Reviewed April 2017

Reviewed May 2018