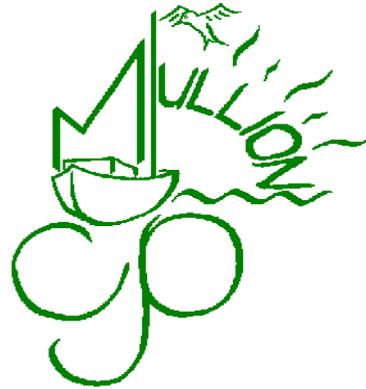


MULLION COMMUNITY PRIMARY SCHOOL



SEN Information Report

Including Accessibility Plan

June 2018

At Mullion CP School we strive to ensure that all children are included in every aspect of school life. Differentiated teaching and learning strategies make sure that the needs of all children in our 5 classes are met and that no one feels unable to join in with any area of the school curriculum. In addition to this, we provide opportunities for children to enjoy a wide variety of experiences from which no one is excluded as a result of his or her special educational needs.

Our Staff have up to date training in the following areas in order to deliver the varied provision, including:

- How to differentiate learning within the classroom
- Encouraging independence in the classroom
- Developing questioning skills
- Subject Specialist training
- Meeting speech, language and communication needs in the classroom
- Developing Dyslexia Friendly classroom
- Supporting children with Autistic Spectrum Disorders
- Delivering Phonics
- Assessment for learning strategies
- Team Teaching/Safe Handling
- Outdoor Learning Area
- The use of ICT in the curriculum
- Delivering Fun Fit
- Emotional Coaching
- Dyscalculia
- Working Memory
- Emotional Coaching
- Refresher Dyslexia Friendly Schools Training

The Special Educational Needs Coordinator is Mrs Henrietta Sandford; she is the person to contact if you wish to discuss any additional needs your child may have. Her Job is to works with classroom staff and senior leaders to provide the best possible opportunities for the children in the SEN group who make up the Record of Need. She has dedicated time on a Monday and Friday morning in order to fulfil this role. If you would like to speak to her about any concerns you might have, please make an appointment through the school office. She is also available during parent/teacher consultation evenings.

1) Listening and responding to children

| <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>  |
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| <ul style="list-style-type: none"> • The views of opinions of all children are valued • The School Council gives a voice to the pupils in a formal setting • Pupil conferencing is held on a regular basic and informs subject leader • Our rainbow rules emphasis the need to respect the opinions of everyone in the school community • Children are encouraged to respond to teachers' questions as part of the marking and assessment process • Students' views are gathered in questionnaires • Children are asked what they would like to learn about when a topic is introduced to the class • Circle time gives the children an additional opportunity to express their ideas • Children discuss and nominate various charities for our school's charitable donations | <p>Children with additional needs are given the following support:</p> <ul style="list-style-type: none"> • The children are an essential part of the Individual Education Plan creation and review process • They are invited to give their opinions at the IEP review meetings • Specialist help is available for children who need extra input with PHSE • Children work in small groups in which they are encouraged to listen and respond to one another and adults model this behaviour • Children views are gathered for TAC meetings and they are invited to attend if they want to | <p>Children with Statement of Special Needs or Education and Health Care Plans</p> <ul style="list-style-type: none"> • The views of the child receiving a statement or EHCP are always taken into account • The new EHCP seeks information about many different aspects of the child's life including personal preferences • The family and child take a major role in planning required outcomes when the plans are made • Documents are presented in a child friendly way • Visiting professionals use the views of the children as an integral part of their reports and take them into account when advising the school • Children attend meetings with outside agencies and are invited to attend the feedback discussions with the specialists such as the EP, OT, physio, ASD advisers, family support agencies |

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  |
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| <p>The partnership between parents and school is vital to the welfare of the children in its care. All parents of children in the school have the following opportunities:</p> <ul style="list-style-type: none"> • To talk to class teachers about any problems both at home and at school. This can take place in an informal setting before or after the school day or in a pre-arranged meeting where privacy is maintained. • To attend termly parent/teacher meetings where consultation takes place and the child's academic progress and general well-being are discussed. • Receiving an annual report in the spring term that outlines the child's progress. • Receiving a fortnightly newsletter from the head teacher. • To work with the parent forum class representative to share their views with the school. • Sharing the Home/School Diary which acts both as a reading record and a line of communication between home and school. • Helping and guiding the children with weekly homework tasks. | <p>When children need extra support, there are many ways in which parents can support the home/school partnership:</p> <ul style="list-style-type: none"> • By expressing any concerns they have about their child's progress or specific needs. • Helping us in the cycle of provision that we offer children with these needs <p>The Graduated Approach involves four phases:</p> <ol style="list-style-type: none"> 1. Assessing Testing the child's academic progress and (when relevant) emotional needs. 2. Planning Creating a plan which selects the relevant interventions that will help the child. This will involve class teachers, children and parents agreeing on realistic and measurable targets that everyone will work towards and it will be reviewed at least every term 3. Doing Helping your child by carrying out the activities agreed upon at the IEP reviews . 4. Reviewing Attending termly meetings during which the targets are reviewed and new ones are set. | <p>In Addition:</p> <p>Some children may need extra specialised individualised support and parent and school can work together in the following ways</p> <ul style="list-style-type: none"> • Assess the child's needs together when creating the new <i>Education Health Care Plan</i> • Working with the school when making decisions about how any additional Personall Budget provided for the child will be spent. • Giving information to the Senco when referrals are made for outside agency support. • Attending meetings with professionals following assessments undertaken on their child. • When a child is still in receipt of an EHC Plan attend Annual Reviews in order to discuss the changing needs of the child. • Attending TAC Meetings during which a collection of professional people meet the parents and together create a care plan for the child, taking into account the views and aspirations of the child. |

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| <ul style="list-style-type: none"> • Attending meetings and workshops run specifically with the intention of keeping parents well informed and giving them an opportunity to discuss school activities and decisions. • Acting as much valued volunteers, helping with the children’s learning activities, both inside and outside schools. • Attending special performances and class assemblies as well as our Rainbow Assembly held last thing on Friday afternoon. • Getting even more involved by joining our PTA fundraising organisation. | <ul style="list-style-type: none"> • Attending extended parental consultation appointments at termly meetings with the class teacher and (when necessary) the Senco. • Making sure your child attends early morning intervention sessions provided by the school. • Asking to see the Senco to discuss any concerns you have about your child and the provision made by the school. | |
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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>  |
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| <p>All the children are entitled to a broad and balanced curriculum in keeping with the latest government guidelines. Whole class teaching provides consistent and high quality learning for the majority of pupils in the class</p> | <p>For those children who are identified as making slower progress or who have specific learning difficulties, targeted support which is additional to and different from the normal practice within the classroom is provided. This provision can be made in the following way:</p> <ul style="list-style-type: none"> • A differentiated curriculum which allows children to take part in a learning activity which suits their needs • Intervention that allows children to repeat and reinforce curriculum areas • The opportunity for self-assessment | <p>For children who have complex needs and have an Education Health Care Plan specialist support is provided and the school is supported by outside agencies.</p> <ul style="list-style-type: none"> • Adult help and encouragement from a support staff who assist the child with all his or her academic needs whilst always encouraging independence. • Working with health practitioners who advise the school about resources that enable the children with complex needs to access the full curriculum. |

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| | <ul style="list-style-type: none"> Teachers' assessment that assures the next step for each child is taken into account Dyslexia Friendly practice All learning styles catered for Alternative recording methods | <ul style="list-style-type: none"> Using practices that are sensitive to the needs of children with ASD ,taking into account sensory needs. Test concessions such as scribes, extended time quotas and readers. |
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4) Teaching and Learning

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| <p>Whole school approaches The universal offer to all children and YP</p>  <p>Our Universal Offer</p> <p>Mullion CP School will use its best endeavours to make sure that every child benefits from teaching and learning that secure inclusion by providing high quality, differentiated learning opportunities within the classroom.</p> | <p>Additional, targeted support and provisions</p>  <p>Our targeted Support</p> <p>Children who begin to fall behind their peer groups will be given additional support in order to accelerate their progress.</p> | <p>Specialist, individualised support and provision</p>  <p>Specialist Support</p> <p>Children who require intervention that is additional to and different from our universal and targeted provision will be provided with more individual support.</p> |
| <p>We aim to accomplish this in the following ways:</p> <ul style="list-style-type: none"> Lessons are planned to build on the children's prior learning and understanding Careful differentiation ensures that all the children, whatever their ability, can access the learning Children are set clear learning objectives so that they can understand what is the aim of every lesson Children are able to measure their progress against the learning objective Lessons are planned to appeal to a range of different learning styles | <p>Some children will be placed Record of Need and be given an Individual Education Plan:</p> <ul style="list-style-type: none"> Placing the child on the school Record of Need This may occur for a number of difficulties which fall in 4 categories of need <ol style="list-style-type: none"> Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and Physical | <p>This may include:</p> <ul style="list-style-type: none"> Visit from the Educational Psychologist who will give advice about a child's individual needs/expertise in dyslexia/ champions its cause Speech and Language Support Advice from ASD (Autistic Spectrum Disorder) or Dyslexia Friendly School Team Alternative recording methods such as ICT programs, talking tins, provision of scribes and mind maps Toe by Toe literacy scheme specifically recommended for dyslexic children |

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| <ul style="list-style-type: none"> • Teachers model the learning clearly, explaining to the children what is expected of them • During lesson time children are assessed by teaching staff and are given a chance to assess their own progress so that everyone is clear about each child's next steps • Praise and encouragement are used to motivate the children • Read Write inc taught in ability groups • Accelerated Reading Scheme | <p>Interventions available</p> <ul style="list-style-type: none"> • Repeated phonics testing • One to one reading programmes • Repetition of key maths objectives • <i>Write from the start</i> – handwriting scheme • Fun Fit • Social Skills Group • Provision of high interest appropriate challenge reading books in Accelerated Reader Scheme • Precision Teaching of high Frequency Words • Outdoor Learning Groups • Individual groups with specific targets to meet for Maths and English delivered by teachers and TAs <p>Other children who might need monitoring because of slight academic, social or emotional needs are placed on the On Alert Register. Teachers, parents, staff and the Senco will keep in regular contact in order to make sure these children do not fall behind or struggle with social or emotional issues</p> | <ul style="list-style-type: none"> • Emotional support from trained professionals • Liaising with health service professionals and occupational therapists • Input from visual or hearing impairment team |
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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  |
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| <p>Every child at Mullion CP School is encouraged to develop practical and independent skills that enable him or her to learn and function in an effective way. The following provision is available to all our children:</p> <ul style="list-style-type: none"> • High expectations of the child's ability to organise practical equipment and their own clothes and belongings • Being expected to take responsibility for communicating between home and school when necessary • Early guidance and encouragement when it comes to changing for PE, doing up zips, buttons and velcro, etc. • Modelling by adults • Constant emphasis on the power of independent learning and using classroom resources. | <p>In addition to targeted support provides:</p> <ul style="list-style-type: none"> • Fun fit sessions to help with fine and gross motor skills. • IEP targets focusing on independence • Practical learning equipment that helps independence. • Alternative methods of recording in the classroom that enable children with mid learning difficulties to record their learning. • Group sessions on Outdoor Learning focussing on cooperation problem solving, team work and practical skills | <p>In addition to this, specialised support provides:</p> <ul style="list-style-type: none"> • Adult guidance that keeps a child focused whilst allowing him or her to learn independently • Visual cues to help children with communication difficulties to prepare for changes in activity • Timers to help children work to a deadline • ICT provision to enable efficient recording to take place • Advice from outside agencies about encouraging independence • Physical aids for hearing, visual impairments and physical disabilities • Special WC facilities installed to enable self-help skills |

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| <ul style="list-style-type: none"> • Children encourage to use Brain Board Buddy Boss in class. • Key stage 2 trips, staying away from home, held in the Summer Term. | | <ul style="list-style-type: none"> • Specialist equipment for children with hearing and visual impairment. • Daily exercises suggested by Physiotherapists |
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6) Health, well-being 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>  |
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| <p>Ay Mullion CP School, a child's well-being is just as important as his or her academic progress and one is linked to the others. We look after the health and well-being of our children in the following ways:</p> <ul style="list-style-type: none"> • Healthy schools status • Regular PE sessions • Sports clubs and fixtures • Watching attendance data and ensuring that children are not losing school time as a result of illness. • Keeping pastoral files that log changes in children's family life and consequent emotional responses. • A close relationship between parents and classroom staff • PHSE education | <p>In addition to this, some children may need support that is different from the universal offer. We meet these needs in the following ways:</p> <ul style="list-style-type: none"> • Write Individual Education Plans with targets that focus on a child's emotional needs • Run SEAL groups to encourage social skills • Ask individual TAs to work with the child, spending with him or her extra time. • Time spent with Senco for encouragement and guidance • Time to Talk with trained teacher.....targeted small groups • Behaviour plans • Specific rewards and sanctions | <p>Where a child has specific emotional health issues, he or she may have a Statement of special Needs or a New Educational Health Care Plan that map out his or her needs. The following provision is made for these children:</p> <ul style="list-style-type: none"> • Annual meetings between parents, children, teaching staff, Senco and lead professionals to discuss the needs of the child and the provision to be made • Advice and Health professionals • Visits and advice from OT team and physiotherapists • Individualised exercise following visits from health professionals • Advice from Educational Psychologist |

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| <ul style="list-style-type: none"> • Circle Time • School Council • Visit from school nurses • Hearing tests • Rainbow Rules • Charity fund raising | <ul style="list-style-type: none"> • Small group work incorporating outdoor learning team building games and social stories. • Positive encouragement to take part in extra curricula activities that might build self-esteem. | <ul style="list-style-type: none"> • Specific provision for health or disability requirements • Counselling or group support sessions • Provision made for children with sensory problems/chairs/cushions/stress balls/writing slopes • TAC Meetings • Visual timetable • Let's Make a Deal reward systems • Following advice from ASD advisor • Home/school link book • Special talking time with Teacher or TSA • Staff working with ASD champions from other Trust Schools |
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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>  |
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| <p>Mullion CP school encourages social interaction for all in the following ways:</p> <ul style="list-style-type: none"> • Playtime • Golden Time • Clubs • Trips • Circle Time • Team games • Drama • Buddy System • Fundraising • Dressing up days | <p>Some children may need support different from and additional to that of the majority. For these children the following provision is made:</p> <ul style="list-style-type: none"> • Careful and sensitive guidance when it comes to friendship groups • Use of pastoral file to log progress • Giving responsibility to encourage self esteem • Playground buddy system • SEAL group work • Social stories • IEP target focused on building confidence | <p>If a child has specific social, emotional or communication needs, he or she may need specialist provision.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies such as EP, CAMHS or the ASD team and Autism champions. • Targeted games and interactive programs to help children with ASD to recognise responses in others • Small group activities in outdoor learning setting |

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| <ul style="list-style-type: none"> Residential trips Partner Talk/Group work | <ul style="list-style-type: none"> Encouraged to join in fund raising activities and sporting activities. | <ul style="list-style-type: none"> Modelling of interaction by adults Social Stories Counselling Close Home/School relationship Peahaligon's Friends |
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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  |
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| <p>Mullion CP School provides a safe and fully accessible environment for children of all needs. The school is safe, clean and well-ordered and the classroom provide a stimulating, positive and calm working environment.</p> <p>All staff are trained in Child Protection and know who the school's safe guarding officers are.</p> <p>Learning walks take place and peer monitoring focuses on creating an ideal environment.</p> | <p>For children who might need more support in a normal school environment the following provisions are made:</p> <ul style="list-style-type: none"> <i>MY concern</i> keeps centralised records of any potential safeguarding issues Fun Fit sessions to make physical Challenges easier Learning prompts and materials to support classroom challenges Success and endeavour are celebrat4ed with wall displays and targeted children | <p>For individual children with Statements or EHCP, greater provision may be necessary. This would entail :</p> <ul style="list-style-type: none"> Safeguarding officers are aware of the agencies to inform when necessary A School built on one floor entirely suitable for disabled access. Safe environments provided for children with hearing or visual impediments Specific eating plans for children with hearing and visual impediments |

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| <p>Health and safety policy monitored by governing body.</p> <p>Children follow safety rules whilst moving around the building.</p> | <p>may be specifically selected for the affirmation</p> | <ul style="list-style-type: none"> • Visual reminders and cues for children with ASD who find change traumatic. • Adult support for children getting over medical procedures that require specific personal care or wheel chair support. |
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9) Transition from year to year setting

| <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>  |
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| <p>Mullion CP School endeavours to make the transition between year groups a happy and successful one for all children: The following systems are in place to ensure this:</p> <ul style="list-style-type: none"> • Transition afternoons in the Summer Term • Transition week takes place in the second half of the Summer Term. • Teachers have transition meetings and discuss children’s academic and social needs. | <p>Children with additional needs are given the following support:</p> <ul style="list-style-type: none"> • The Senco liaises between the two class teachers in order to clarify the needs of the children on the Record of Concern. • Children on the Record of Need with IEPs have a new plan written by the old teacher with support of the Senco and new targets are set for the autumn term – The Child’s SEN folder is shared with the new teacher. | <p>Children with Statement of Special Needs or Education and Health Care Plans will need specialist support at transition times. This support is as follows:</p> <ul style="list-style-type: none"> • The new teacher will receive a Pupil Passport prepared by the Senco with the help of the child which explains the needs of the child and possible provision. |

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| <ul style="list-style-type: none"> • Mixed age classes experience special days with one curriculum focus ensuring familiarity with different members of staff and classrooms. • Pre-school children attend a Learning Together session with their new EYFS teacher on a weekly basis from the Autumn Term. • Year 6 children visit the secondary school or two transition sessions in the Summer Term. • The Head of Lower School at the secondary school works with the year 6 teacher and visits the new students in their classroom. • The parents will have a consultation meeting early in the Autumn term and be able to discuss the children's needs | <ul style="list-style-type: none"> • The following tracking information is shared with the new teacher. • Tracking data. • Numbers of high frequency words learn (with a list of words learnt). • Number of Key Maths Objectives Learnt (with a list of those already met) • Spelling and reading ages. • The Senco liaise with early years providers about children with additional needs. • The secondary school Senco meets with the school Senco to discuss. • Children on the Record of Need – The parents of these children will have a longer than usual consultation meeting at the start of the autumn term in order to share the review of the old IEP and share the new one, agreeing to help with the new targets. | <ul style="list-style-type: none"> • The Senco will share the child's file and his or her last statement or care plan with the new teacher. • Children with ASD who find change difficult will need careful preparation with visual guides helping the child to become acquainted with their new environment. • TA's who worked closely with the child will talk to their colleagues who are taking over. • If a child has a specific difficulty such as Dyslexia, ASD or SLCN training will be given to new staff about how to support him or her. • Individual children visit the secondary school in order to familiarise themselves with the setting and meet the Senco • The secondary school Senco prepares a Pupil Passport in order to let all teaching staff know about the child's specific needs. |
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Services and organisations that we work with:

| Service/organisation | What they do in brief | Contact details |
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| Educational Psychologist | <p>When extra help is needed expert advice is provided by the EP team.</p> <p>After a visit to school and time spent with the child, the EP will talk to the parents, teacher and Senco and give advice about the child's needs.</p> <p>A report will be written and follow up visits planned if necessary.</p> | <p>Sue Leathley sleathley@cornwall.cornwall.gov.uk</p> |
| TAC Meeting Teams | <p>Coordinate meeting of professionals who discuss the needs of specific children. These needs can be emotional, physical or academic. The meeting sets out a list of proposed outcomes and the success of these is reviewed at future meetings.</p> | <p>Beverly Thornton bthornton@cornwall.cornwall.gov.uk</p> <p>Ravena Jelbert (early years) 07968 992128</p> |

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| Speech and Language Therapy | Visits from the S+L therapists who work with the child, school and parents and provide exercises and continue to work with us until problems are resolved. | Jenny Paramor Helston Medical Centre |
| Dyslexia Friendly Schools | Provide accreditation that ensures the needs of all children with dyslexic tendencies are met. Visit to the school for individual children and families. | Dyslexia Friendly Schools jodavidson@cornwall.gov.uk |
| Autistic Spectrum Disorder Advice Team | Advise and train staff about ASD. Visit individual children and families to help with specific needs. | Andrew Mercer/Katie Neave Children's community Therapy Service Pendragon House Royal Cornwall Hospital Truro TR1 3XQ |

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Answers to Frequently asked Questions

1. [How does your school know if children/young people need extra help?](#)

At Mullion CP School, we focus on the learning and progress of each individual child. The progress of each child is monitored by class teachers and teaching assistants in the first instance. Standardised tests will give more information for this monitoring process including spelling and reading tests administered by the Star Reader Scheme, Maths assessment administered by Star Maths and half termly teacher assessments. Parents and carers may also raise concerns regarding a child's progress.

If any children need extra help coping with social and emotional problems, adults working with them will realise this by noticing difficulties caused by everyday life in the school setting or by talking to parents, carers and children themselves.

If the difficulties are caused by a physical or health problem it will usually be the child's family health practitioners who contact the school.

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 so that you can discuss your concerns in a confidential setting and the teacher can prepare relevant information. As well as this, the school Senco is always available on a Monday or Tuesday, during the school day or before or after school. She will be able to tell you about ways in which you can help your child and about other agencies who could be involved if necessary.

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

The class teacher is ultimately responsible for the progress. However the home/school relationship is vital and without family support with attendance, reading practice and homework it is difficult for a child to attain the same levels of success as the rest of the class.

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

Although all our children follow the same curriculum, it will be adapted by the class teacher to meet the needs of individual children. Lessons are planned to take into account the different abilities of all the children in the class with three different activities planned for those who are above average, below average and of average ability. Sometimes children choose their activity level and are encouraged to challenge themselves. We strive to promote independent learning but adult guidance is always available and sometimes children are taught in small groups before, during or after the lesson in order to help them understand the new topic or skill.

5. How will school staff support my child?

Your child will be supported academically and socially by the class teacher and TAs. Their individual needs will be catered for whenever possible. In the same way, the teaching staff will be supported by outside agencies, the school Senco and senior leaders. Continual assessment will bring to light problems with learning, listening to children and parents and logging concerns in our pastoral files or On Alert records will help us monitor their social and emotional needs.

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

Termly parent/teacher meetings and shared Teacher Assessments and Standardised Scores will help you to know whether your child is keeping up with his or her peer group. As well as this, Reading, Spelling and Maths standardised scores are available in the Autumn, Spring and Summer terms. If a child is receiving additional help, you will be informed and termly planning and reviewing of Individual Education Plans will take place with you, the class teacher and your child. Normally, listening to your child reading for ten minutes everyday and helping with home learning tasks will be the best way of supporting your child. However, when your child needs additional support, your involvement is invaluable. Every Individual Education Plan will have set targets and ask you to provide extra intervention at home. These tasks will be directly related to the targets on the IEP and the success of everyone's in put will be evaluated at the IEP review at the end of each term. Every parent is in an ideal position to help his or her child in less formal ways: sharing books, visiting libraries, days out in the countryside or to places of interest, creating things together, cooking, playing games talking about films and TV programmes and having fun playing sport are things families do daily but it goes without saying that the benefit of all these activities is beyond measure.

7. **What support will there be for my child's overall wellbeing**

The school staff are sensitive to the emotional needs of the children .Working with them everyday, we notice fluctuations in their behaviour and general happiness. They know that there is always an approachable adult to help them with everyday needs. More complex needs are addressed by our Child Protection officers or specific agencies called in to help with these issues. 27 Health and Safety audits are undertaken by responsible staff members and governors and any injury or illness at school is treated by trained staff until medics and parents can be informed. If additional help is needed, advice is sought from other professionals such as educational psychologists and speech and language specialists. Occasionally Team around the Child meetings will be held during which several professionals from different agencies meet and required outcomes are set and reviewed at a later date. When a child's needs are more complex, an Education Health Care Plan is written and financial support is provided by the school and local authority. The child's family is heavily involved with this process and consulted about how the extra Personal Budget is spent

8. **How do I know my child is safe at school?**

The safeguarding of children is taken very seriously by all schools and OFSTED inspections prioritise this issue. All staff and adults volunteering with children have been checked by the Criminal Records Bureau (CRB) and are considered safe to work with children. School staff are in 'Loco Parentis' and consider it their duty to look after the children just as their parents would. Children are supervised at all times and accidents and illnesses treated by staff who are up to date with First Aid courses.

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

Please find a list of services that we access in the last section of the School Offer but as well as this the new Local Offer can be found on the website under the following address: www.cornwallfisdirectory.org.uk Here parents and school staff are able to access all up to date information about help available for children and families with additional needs.

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

School staff have been trained in the following SEND areas; Dyslexia friendly Schools, Autistic Spectrum Disorder, Speech and Language Development, Team Teaching, Differentiation, Safe Handling, English as an Additional Language ,Delivering Fun Fit, Working Memory, Emotional Coaching and Dyscalculia. Training opportunities are ongoing and the school endeavours to keep up with new initiative

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

So long as it is safe to do so, every child in the school will be included in outside activities. Extra adults will be provided if children have difficulties with mobility issues and it is legal requirement for most venues to have access for disabled children. If a child has emotional difficulties, a familiar member of staff will accompany him or her on the outing and if there are health needs these too will be met by someone who has received relevant training.

12. How accessible is the school environment?

Our school is completely accessible for children or adults who use wheel chairs and reclining stretcher type conveyances.

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

A detailed breakdown of how we prepare the children for transition can be seen on the website above but visits to school by pre-school children and year six children going to secondary school take place throughout the preceding academic year. Both environments become familiar to the children preparing for the change. In the same way, transition afternoons take place in the Summer Term and children visit their new classroom and work with the next year's staff on transition projects. One week in the second half of the Summer Term is spent in the new classroom with next year's teacher and TA. In addition to this, special days are arranged during which mixed aged classes work on projects exploring different subject areas and children become familiar with different settings and teachers. Children with special needs are prepared and reassured and sometimes given pictorial guides to help them with the changes. Teachers and TAs work with the Senco to prepare themselves for the child's specific needs and how best to help him or her.

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

The school will provide the first £6000 for a child with an EHCP and this will account for 15 hours of support, any additional finance for these children will be allocated by the Local Authority. We allocate resources for our children on the Record of Need in relation to the funds and grants provided for us by the Local Authority.

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

With children in the school's SEN Group who are on the Record of Need, the Leadership team will allocate extra financial resources, having considered advice from the class teacher, the Senco and outside agencies. Children in receipt of the Pupil Premium (service 29 children, looked after children and those having free school meals) automatically receive extra funding and support. This money is used to put in place different interventions, small group work or one to one support, in order to help children with academic, social and emotional needs. The type of intervention chosen is decided by teaching staff that know the child or outside agencies who work with parents and children to decide how best to help them. Children with more complex needs will be given an Education Health Care Plan and the allocation of support hours will be decided by the County Team. The family, school and all practitioners involved in the child's care will work together to prepare a plan which will set required outcomes which will be reviewed annually. The professionals and family will discuss how best the allocation of hours can be used and the parents' and carers' opinion will be very important in the making of this decision.

16. Who can I contact for further information?

If you would like to discuss anything about the School Offer that is unclear or if you feel that there is more we could be doing to help your child, please arrange a meeting with the school Senco, Mrs.Sandford or the Head teacher, Mr. Ratcliffe. The Cornish Local Offer can be found on the website at this address and it will give all the information about available support for SEND children in the county www.cornwallfisdirectory.org.uk

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

We are dedicated to working as a partnership with parents and welcome dialogue with our families. Please come and discuss your concerns with us and we will do our best to help.

18. How is your Local Offer reviewed?

It is the responsibility of the County Council to keep the Local Offer up to date so that there is always current advice about support available. The School Offer will be updated annually.

Glossary of terms

| | |
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| ASD | Autistic Spectrum Disorder |
| CAMHS | Child and Adolescent Mental Health Team |
| EHCP | Education Health and Care Plan |
| EP | Educational Psychologist |
| EYFS | Early Years Foundation Stage |
| IEP | Individual Education Plan |
| SEAL | Social and Emotional Aspects of Learning |
| SEN | Special Educational Needs |
| Senco | Special Educational Needs Coordinator |
| SLCN | Speech, Language and Communication Needs |
| TAs | Teaching Assistants |
| TAC meeting | Team Around the Child meetings |
| PHSE | Personal Social and Health Education |
| PTA | Parent Teacher Association |
| YP | Young People |