



Bishop Bronescombe CE School

Our SEN information report

Date April 2017



Bishop Bronescombe is a church school and Christian values are at the heart of everything we strive to achieve with our pupils. All staff, parents, pupils Directors and governors work hard to achieve the very best for the children in our care. We want every child who attends our school to achieve and we aim to provide for every child who attends our school. We are trialling the very latest in educational research and development because we have the capacity to do so. All the staff at Bishop Bronescombe have the enthusiasm to inspire children to learn, to make progress with their individual skills and talents.

Our support staff assist the teachers and ourselves to deliver a top quality curriculum. We want children to attain high standards but also to enjoy what they do; we encourage them to laugh and have fun. We are in the age of excellence and enjoyment; we believe that we can do both. We believe in a holistic approach to education, making sure that we support children in all aspects of the learning journey: academically, socially, emotionally, physically, spiritually, morally and culturally, ensuring we meet all their individual needs. This can only be done if we give the children every opportunity to show us their potential.

We are proud of the fact that we provide a fully inclusive curriculum for children with Special Educational Needs as detailed in the St Pirans Cross Multi-Academy Trust DSEN Policy. We identify pupils who have barriers to their learning as early as possible and ensure that parents are involved throughout the process. We have a MAT SENCo, Rachel Moseley, however we believe that supporting children with additional needs is the responsibility of all teachers and support staff. We are fortunate enough to have well-trained, enthusiastic staff who deliver quality teaching that meets the needs of all of our learners in class. We aim to identify children with additional needs as early as possible and aim to work in partnership with parents and ensure they are involved in making decisions throughout this process. The identification of additional needs follows the 'Assess, Plan, Do, Review' process identified in the New Code of Practice.

Assess - The class teacher will meet with parents to discuss any concerns they may have. Where appropriate, children will also be invited to contribute to this discussion.

Plan - If the child continues to experience difficulties in school then an Action Plan will be completed with input from parents, SENCo, Class Teacher, professionals supporting the child and the child.

Do - This Action Plan will be in place for a term and children will receive additional support both in and out of the classroom.

Review - After a term all people involved in devising the Action Plan will meet again and discuss progress made and the next steps.

Link to Special Educational Needs Policy
<http://www.bishopbronescombe.co.uk/Files/Originals/Forms - Information - Policies/Policies/SEN Policy January 2015 .pdf>.

Link to Equality and Diversity Policy
<http://www.bishopbronescombe.co.uk/Files/Originals/Forms - Information - Policies/Policies/Single Equality Scheme.pdf>

Link to Accessibility Plan/Policy
<http://www.bishopbronescombe.co.uk/Files/Originals/Forms - Information - Policies/Policies/Single Equality Scheme.pdf>




Name of the Special Educational Needs/Disabilities Coordinator: Rachel Moseley

Contact details: 01726 64322 rmoseley@sptiranscross.co.uk

Executive Principal Mark Lees Head of School Debbie Carmichael




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 
<ul style="list-style-type: none"> • The views and opinions of all children are valued. • Weekly PSHCE and collective worship sessions give children the opportunity to share their views. • We have a student council with two councillors from each class who are elected by class votes. • The student council gather the views of all children within the school. • Pupil conferencing is used to encourage children to talk about their work and identify the next steps in their learning. • Staff are all trained in the Thrive Approach - a positive way of responding to children and their needs. • Trusted adults are in place for each child so children feel they are listened to. 	<ul style="list-style-type: none"> • Children with additional needs are included in the School Council. • Children may be given time to talk with a Teaching Assistant or Teacher. • Children have individual Thrive plans with specific provision and activities planned. • Students with SEND are included in all pupil conferencing. 	<ul style="list-style-type: none"> • When appropriate, children are invited to all meetings where their needs are being discussed. • Children's views are an integral part of TAC meetings and all SEN reviews. • Children are involved in Action Plans and target setting. • All plans are presented in a way so that children can access the information. • Individual support is responsive to the views of the student


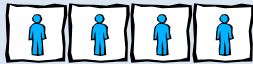

<ul style="list-style-type: none"> • We have 4 trained Thrive Champions that work across the school. • Each class has a group Thrive plan and activities planned to support this. 		
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2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • School has its own PSA that works closely with families of the school. • Where possible, we have an open door policy so that staff are available to discuss concerns with parent/carers. • All parent/carers are invited to attend 2 parent consultations per year. • Reports are sent home once a year. • A school newsletter is sent home weekly detailing the news from the week and the upcoming events. • Home/School agreement makes roles absolutely clear. • The school website is updated 	<ul style="list-style-type: none"> • Families are invited to watch extra-curricular events and activities. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. • Families are invited to attend a termly communion. • Parents/carers are able to contact the school if they have any concerns or questions. • Links to outside agencies are available on the school website. • Families are individually supported by the PSA. • Class teachers and SENCo can meet 	<ul style="list-style-type: none"> • Parent/carers are invited to and actively involved in all TAC meetings and reviews. • Parent/carer's views are an integral part of TAC meetings and SEN reviews. • All documentation is presented in a way so that it is accessible to parent/carers. • Parent/carers are involved in all stages of the Assess, Plan, Do, Review cycle. • Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book when appropriate.




<p>regularly with whole school news and each class has their own webpage that is updated weekly.</p> <ul style="list-style-type: none"> • Parent/carers are encouraged to join in with school trips. • Parent/carers are able to support classes with one-to-one reading in class. • Parent forums are held half-termly to enable an open dialogue on school issues 	<p>with parents to discuss concerns.</p>	
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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> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • The curriculum is differentiated to ensure all children can access it • All students, regardless of their ability and/or additional needs, have access to a full curriculum. • Assessment weeks are scheduled every term and teachers meet to talk about children's progress. • The curriculum is adapted so all 	<ul style="list-style-type: none"> • Children may be given additional literacy and numeracy group sessions. • All additional support sessions are tailored to the needs of the children within the group, addressing gaps in their learning. • The progress of children in additional group sessions is monitored regularly and discussed with class teachers. 	<ul style="list-style-type: none"> • Students are supported in following their interests, regardless of their disabilities. • Additional adult support may be given to support the child in accessing all areas of the curriculum. • All children are invited to attend school trips regardless of their disability. • In some cases children may be

<p>children are able to experience success in their learning.</p> <ul style="list-style-type: none"> • All students are able to boost their independent learning and literacy skills through application throughout the curriculum. • Assessments (including dyslexia screening) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • We constantly introduce and adapt intervention sessions according to the needs of our learners. However currently our interventions include: <ul style="list-style-type: none"> • Literacy - reading, phonics, comprehension, writing, spelling. • Handwriting • Fine motor skills • Gross motor skills - e.g. Funfit. • Speech and Language • Phonological awareness • Numeracy • Social Skills • Social and Emotional (Thrive) 	<p>given additional ICT support if this enables them to access the curriculum.</p> <ul style="list-style-type: none"> • B-squared and P-scales are used to tailor provision to need.
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4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Differentiated teaching and outcomes are used to ensure the progress of all children. • The whole school uses a 'dyslexia-friendly' approach to teaching and learning. 	<ul style="list-style-type: none"> • Class teacher and teaching assistants share information and lesson plans to ensure that children with additional needs have targeted support and provision that meets their needs. 	<ul style="list-style-type: none"> • Where appropriate, children may follow a personalised curriculum of highly-differentiated work. • Children may receive one-to-one support to deliver a personalised curriculum and / or more intensive

- Lessons are carefully planned to include different learning styles and regular reflection time and progress checks.
- Different level groupings are identified in each class and children will work in these groups at times.
- Children often work in mixed ability partners and groups.
- Learning objectives are shared with the children and displayed throughout the lesson.
- Success criteria are shared with the children so that expectations are clear.
- Children's work is regularly marked and all staff follow the whole school marking policy: tickled pink and green for growth.
- Children are set individual targets in literacy and numeracy and these are displayed in the classroom.
- Literacy/numeracy is a priority for all staff: there are working walls for each of these subjects in the classroom.
- Alternative ways of recording are used.

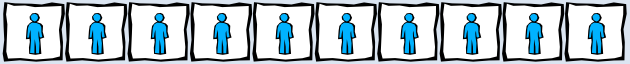


- Teaching assistants and class teachers work with small groups to support their learning and ensure children are on task.
- Children are supported during independent learning with a variety of resources including:
 - Laptops
 - Netbooks
 - LearnPads
 - Talking tins
 - Recordable whiteboards
 - Scribes
 - Writing frames
- Special exam arrangements are made for children with additional needs, this may include extra time, readers or scribes.

- support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.
- Additional support and advice will be sought from outside agencies we currently work closely with:
 - Speech and Language Therapy
 - Social & Emotional Behaviour Support Service (SEBSS)
 - Educational Psychology
 - Autism Spectrum Team
 - Child and Adolescent Mental Health (CAMHS)
 - School Nurse Team
 - Hearing Support Team
 - Vision Support Team
 - Dyslexia Support Team
 - Social Care
 - Health Practitioners
 - Occupational Therapy
 - Bishop Bronescombe has 2 Dyslexia Champions and an Autism Champion that support the specific needs of children.

5. Self-help skills and independence




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • A range of resources such as word mats, numeracy mats, dictionaries etc are available in each classroom to promote independence in learning. • All children are regularly encouraged to work independently and without adult support. • Children are encouraged to recognise when they need help and ask an adult in the class. • Students have access to : <ul style="list-style-type: none"> - visual timetables - Netbooks - Learn pads - chrome books 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they support children and facilitate independence. • Students may have access to personalised resources to help them learn such as talking tins, coloured overlays, timers, laptops. • Children may have visual timetables, task boards, behaviour charts, help cards to promote independence. 	<ul style="list-style-type: none"> • Teaching Assistants may work one-to-one with some children to teach self-help skills. • One-to-one support may be encouraged to support from a distance to encourage independence. • In Key Stage 2, children with one-to-one support will increasingly be encouraged to work with groups of children and one-to-one support will be gradually reduced. • Personalised learning areas and work stations will be used to encourage independence.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • PSHE / PSED / Circle Time sessions include all children, using The Thrive Approach. • R-time / SEAL activities are used at times. • The SENCo is a Thrive practitioner and enables provision to develop pupils' social, emotional and mental health needs. • Some Year 6's are given the responsibility of being Buddies during playtime. • Fruit is available at playtimes for all children up to Key Stage 1. • If children have concerns, all staff will make sure they are available to listen. • Safeguarding is the responsibility of all members of staff and we also have a designated person who leads Safeguarding across the school. • We have extra-curricular sports clubs daily after school so that all 	<ul style="list-style-type: none"> • There is a lunchtime club available for those children who find it difficult to be out on the playground. • We run group sessions on an as needed basis to support children with issues such as low self-esteem, social skills, anger management and conflict resolution. • We invite some children to extra-curricular clubs run by external companies. • A THRIVE Approach is adopted by all staff which supports children to develop emotional wellbeing. This may take the form of 1:1 or small group activities. 	<ul style="list-style-type: none"> • TACs and Early Support meetings are attended by medical professionals such as the School Nurse. • THRIVE Action Plans are developed for children who need additional emotional support. • A PSA provides regular support for children needing 1:1 sessions. The PSA also identifies extra support for families if needed. • The school has good links with <ul style="list-style-type: none"> - Family Information Services - CAMHS - Social Care - Dreadnought - Penhaligon's Friends - Early Support • Children with additional medical needs have individual care plans that are produced in consultation with parents and relevant medical




<p>children have the opportunity to attend.</p> <ul style="list-style-type: none"> • Risk assessments are completed for all trips and activities in school. • There is a designated person within school who checks the school site for risks. • We have good links with local secondary schools and sports clubs who support us in providing themed days with a sport theme. • There are a number of Teaching Assistants with Paediatric First Aid training. • Counselling support services can be accessed where appropriate • School nurse service is available through parental referral. 		<p>professionals.</p> <ul style="list-style-type: none"> • We seek additional training from the School Nurse to help us support children with additional medical needs who may need to be administered with emergency medicine.
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7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students have opportunity for social interactions with their peers. • All students are invited on school 	<ul style="list-style-type: none"> • Lunchtime club supports children to play with others. • We have an Autism Champion in the 	<ul style="list-style-type: none"> • Children with one-to-one support are supported when working with others.

<p>trips.</p> <ul style="list-style-type: none"> • R time and lessons throughout the curriculum encourage children to regularly work with different children. • Teachers plan opportunities for regular group and paired work. • Children are encouraged to talk about their interests with the class in Show and Tell sessions. • Some classes use paired reading to allow older children to support younger children. • We hold residential and other events for children across our Trust to enable them to interact with children from other schools. 	<p>school to support children with Social Interaction difficulties.</p> <ul style="list-style-type: none"> • We run social skills groups. • Sports teams play in local tournaments against other schools in our cluster. • All children are encouraged to join clubs held within the community. • More able children are encouraged to take part in sessions at the local secondary schools. 	<ul style="list-style-type: none"> • Social stories are used with some individual students. • If necessary, students are individually supported by TAs to enable their attendance at after school clubs or events.
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are made accessible to all students. • Each Key Stage has wheelchair accessible classes. 	<ul style="list-style-type: none"> • Lunchtime club gives children the opportunity to eat their lunch away from the canteen. • Equipment used within the school is 	<ul style="list-style-type: none"> • Specialist equipment is provided to support children with additional physical needs. • Sensory equipment is purchased as




- Risk Assessments are completed for school activities.
- There is a "Designated Child Protection Officer" and "Child in Care" Teacher.
- There is a whole school approach to bullying to ensure any incidents are dealt with quickly and consistently by all members of staff.
- As a Church of England School, we promote a Christian ethos throughout all aspects of the school.
- There is a whole school behaviour policy that promotes a positive learning environment.
- Students feel safe and in an environment where bullying is acknowledged and dealt with effectively.
- All areas of the school endeavour to be an uplifting, positive and supportive learning environment through the Thrive Approach.
- We have a weekly achievers' assembly where children are chosen to be rewarded for their effort and achievements.
- Teachers focus on rewarding good behaviour to promote a positive learning environment.
- Children are allocated to a team when they join the school, St Patrick, St

- risk assessed to ensure it is appropriate for the age range.
- There are disabled WC facilities in the school.
 - Adaptations are made to the school building and equipment to support children with additional physical needs.
 - There are a number of adults who are Team Teach trained across the school.
 - There is a Sensory Room where children can go if they need a sensory break.
 - Non-slip, non-breakable equipment available in practical lessons e.g cooking.

- required - head phones, chew and fiddle objects
- We work closely with external agencies to support children with additional physical needs, these include:
 - Occupational Therapist
 - Physiotherapist
 - Child Development Centre
 - Physical and Medical needs Advisory service




<p>David, St George or St Andrew, they collect team points for positive behaviours and achievements.</p> <ul style="list-style-type: none"> • There is a clear rewards and sanctions system and our 'Rules for Life' are displayed around the school. 		
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9. Transition from year to year and setting to 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> 
<ul style="list-style-type: none"> • We have strong links with feeder pre-schools and Secondary Schools. • Children throughout Key Stage 2 are invited to attend events and themed days in the local secondary schools. • Staff from local secondary schools come into school to teach during themed days. • Children in years 5 and 6 are invited to local secondary schools for taster days. • Year to year as children progress through the school we hold transition days or sessions that allow children to meet their teacher and their new classmates. • Class lists are made in consultation with 	<ul style="list-style-type: none"> • Additional transition days are offered to vulnerable children and children with additional needs. • A group of children are selected for additional Transition support sessions with a member of staff they already have a relationship with. • Passports are used to ensure the children's needs are shared with new members of staff. • The SENCo and Year 6 teacher meets with the Secondary school to discuss vulnerable children. • Buddy' or peer systems are in place 	<ul style="list-style-type: none"> • With one-to-one support, children will complete a booklet about their new class focusing on the things that will stay the same and the things that will be different. • The SENCo from Secondary school are invited to attend the Year 5 and 6 Annual Reviews. • Children will have additional visits to their new school or classroom with one-to-one support. • The school SENCo is invited to attend TAC meetings before a child begins at the school. • The SENCO attends annual

<p>all teachers.</p> <ul style="list-style-type: none"> • Parents of children who are joining the school are invited to attend transition sessions. • We hold a meet the teacher event in the Autumn Term. • Visual timetables are used within classes to help children with transitions between subjects. • We ensure all pupil information is sent to new settings. • Buddy systems are in place for all children who start school at our school. • Home visits are made for all new children to our nursery. • Visits to other pre-schools and home visits are made to new children joining our Reception class. 	<p>for students who are particularly vulnerable at transition.</p>	<p>statement & EHC reviews.</p> <ul style="list-style-type: none"> • Our SENCo has attended training for supporting children with Autism through transition to secondary school
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our SENCo has gained the Special Educational Needs Coordinator's Qualification. 	<ul style="list-style-type: none"> • According to the needs in particular classes staff attend courses as necessary. For 	<ul style="list-style-type: none"> • We have 4 trained Thrive practitioners who can provide individualised support for children

<ul style="list-style-type: none"> • All teachers have attended training provided by the SENCo on the new Code of Practice. • All teachers and TAs have completed some Thrive training. • Some TAs and teachers are Team Teach trained • All staff receive training and updates on a regular basis regarding changes, updates to special educational needs. • All staff have had Autism Awareness training • Family Information Service website is available for parents and staff to access guidance and advice. 	<p>Example dyslexia training, ASD training etc.</p> <ul style="list-style-type: none"> • Our SENCo is experienced and is up to date and aware of different interventions and possible provisions. • Outside agencies/specialists provide training to meet needs and support. 	<p>with social and emotional needs.</p> <ul style="list-style-type: none"> • Head of School and SENCO know how to access specialist and individualised support from agencies. • We have two Dyslexic champions. • We have an Autism Champion.
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Educational psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them.	0300 123 4101 Free advice line 01872 324242 2-5pm Wednesdays
Social and Emotional Behaviour service	The SEBSS offers frontline support with pupils and helps build capacity in schools to support challenging behaviour.	0300 123 4101
Hearing support	The hearing support team provides specialist support 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 educational significant hearing loss.	01726 61004

Vision Support	The vision support team are a group of specialist teachers who work with children and young people with a diagnosed visual impairment in their homes, early years settings and schools to enable them to overcome barriers to their education by vision loss.	0300 123 4101 Vision Support Team – 01579 341 335
Education Welfare Service	The Education Welfare Service is aiming to reduce truanting within Cornwall through anti-truancy schemes operating in certain areas in the county. This is a joint initiative between the Council and Devon and Cornwall Constabulary. The Education Welfare Service can also offer support and help to pupils, parents, carers and schools who may be having problems with attendance.	0300 123 4101 01872 323 400
Social Care	The Social Care Team work together with families to ensure all children's needs are met. Consideration of children's welfare and best interests will always be at the centre of the work that is undertaken	0300 123 4101 01726 61858
Speech and Language	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 Refer via The Early Help Hub – 01872 322 277
ASD Team	The Autism Spectrum Team is a service supporting young people with autism of school age. The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.	0300 123 4101 / 01872 324 242 Refer via The Early Help Hub – 01872 322 277
School Nurse	The School Nurse Team provides community health services to children and young people and mental health and learning disability services to people of all ages.	01208 834600 Refer via The Early Help Hub – 01872 322 277
Early Years Inclusion Service (EYIS)	If pre-school children have significant learning, physical, emotional or social needs they may be supported by the Early Years Inclusion Service. The Early Years Inclusion Service becomes involved following a request from a pediatrician, health visitor, speech and language therapist, parent, child minder or early years setting.	0300 123 4101 / 01872 324 242 Refer via The Early Help Hub – 01872 322 277

Dyslexia Team	The Dyslexia Team support the needs of dyslexic children and young people in education. We support schools to ensure appropriate provision is provided for dyslexics.	0300 123 4101 / 01872 324 242
Children's Community Therapy service	This service has specialist Physiotherapists, Occupational Therapists and Dietitians who treat children who have physical or sensory difficulties, developmental delay, under-nutrition or excessive weight gain.	01872 254531 / 0300 123 1116
Child and adolescent mental health service (CAMHS)	The service helps children and young people deal with emotional, behavioral and mental health issues.	01872 221400 Refer via The Early Help Hub – 01872 322 277
Children's Psychology Service	Service includes Autism Spectrum Team, Early Years Inclusion and Educational Psychologists.	01872 324 242

12. Pupil progress

Bishop Bronescombe have an assessment and review cycle in which all children's progress is monitored closely. They are assessed using assessment tools as well as on the work they produce in class. The pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons. Considering personalised targets pupils, parents and staff are involved with reviewing the successes of these and setting new goals and targets including celebrations of their achievements and successes. Parents are invited to attend parent consultation evenings to discuss their child's progress and targets. Children on the Record of Need also have an action plan and parents are invited to be part of the writing and review of action plans.

13. How we know how good our SEN provision is

We are always monitoring and evaluating the quality of our SEN provision. We monitor our provision through governor monitoring visits, SENCO observations and learning walks and conversations with pupils. We then put in place a development plan to lead SEN forward. We also ask parents for feedback and comments during review meetings. Our SEN provision is evaluated by outcome. We ask 'How well did it work?' We look at how much it helped pupils. We can see how well provision has worked by the progress the children have made in the area in which they were struggling through our rigorous assessment cycle.

14. If you wish to complain

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCo - Rachel Moseley, a member of the Senior Leadership team or the Head of School. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's Director responsible for SEN, Sharron Adams. Concerns may be escalated if necessary to the Board of Directors at Saint Piran's Cross.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision, they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an Education Health Care Plan for the child, the parents again have the right to appeal to the SEN Tribunal.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childresservicesdirectory.org.uk>

Answers to Frequently asked Questions

1 How does your school know if children need extra help? What should I do if I think my child may have special educational needs?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child*
- if limited progress is being made*
- if there is a change in the pupil's behaviour or progress*

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

The class teacher is the initial point of contact for responding to parental concerns. If you still have concerns, then contact Rachel Moseley, who is the SENCO.

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

- school is responsible for providing the curriculum in a way that enables your child to make progress and be successful.*
- your child has a responsibility to make sure that they participate and make the most of the opportunities that they have been given to make progress and be successful by having a good attitude to learning.*
- you as parents are responsible in ensuring that home learning is completed and your child is supported. You have a responsibility to make sure that your child is ready to come to school, prepared to make progress and be successful.*

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

When a pupil has been identified as having additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If a child has been identified as having an additional need, it may be necessary to complete an Action Plan detailing the support they will receive. An Action Plan will be decided on together with parents, SENCO and class teacher. These will be monitored by the class teacher and reviewed at least three times per year. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

5. How will school staff support my child?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

There is a named Designated Safeguarding Lead in the school: Mrs Debbie Carmichael, who is responsible for monitoring Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. In a 'support and challenge role', the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

You will be able to discuss your child's progress at Parent Consultations. At Bishop Bronescombe, we have an open door policy and your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

7. How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child. Your class teacher or the SENCo, Rachel Moseley, may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's

behaviour/emotional needs. If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

Bishop Bronescombe offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: support from members of staff such as the class teacher, teaching assistants and the SENCo, who are readily available for pupils who wish to discuss issues and concerns; Lunchtime Club for those who find lunchtimes a challenge; THRIVE Action Plans to support children in developing emotional wellbeing.

If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and shared with all other staff. Relevant staff receive epipen training delivered by the school nurse. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. There are members of staff with paediatric first aid training.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise to support a child's additional needs. Please see above for a list of the agencies we work in partnership with. Parental consent will be gained before referrals are made.

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

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.*
- How to support pupils with social and emotional needs.*
- How to support pupils with dyslexia.*
- How to support pupils with sensory processing difficulties*
- How to support children with Speech and Language difficulties*

Rachel Moseley gained the qualification 'National Award for Special Educational Needs Co-ordination'.

SEND training is an ongoing process and staff training sessions are arranged throughout the year according to the needs of the children within the school.

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

16. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and strive to do all we can to meet children's needs. Facilities we have at present include: ramps into school to make the building accessible to all, a toilet adapted for disabled users, wide doors in some parts of the building.

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

Many strategies are in place to ensure the pupil's transition is as smooth as possible. These include:

- *Discussions between the previous or receiving schools prior to the pupil joining/leaving.*
- *All pupils attend transition sessions where they spend some time with their new class teacher.*
- *Additional visits are also arranged for pupils who need extra time in their new school.*
- *The SENCo is always willing to meet parents/carers prior to their child joining the school.*
- *Secondary school staff visit pupils prior to them joining their new school.*
- *Rachel Moseley will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.*
- *Where a pupil may have more specialised needs, a separate meeting may be arranged with the secondary school SENCO, the parents/carers and, where appropriate, the pupil.*

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources, this will depend on an individual's needs. The additional provision may be allocated after discussion between the SENCo, class teacher, parents and children where an Action Plan will be completed. Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

20. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact your class teacher or the school office to arrange a meeting with the SENCo (Rachel Moseley).

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

If you feel that the Local Offer is not being delivered or is not meeting your child's needs then in the first instance make an appointment to come and discuss the issues with the SENCo at school.

22. How is your local offer reviewed?

Our Local Offer will be reviewed annually in conjunction with staff, children and parents.

23. Who can I contact for further information?

- *School*
- *The family information service website have a lot of useful information in regards to what is on offer countywide.*
- *The local authority*