



Pennoweth Primary and Nursery School

'Working together to unlock and realise potential'

Our SEN Information report

Date **Updated Dec 2018**

Pennoweth School and Nursery is fully inclusive and able to cater for all pupils regardless of any disability. The whole school is fully accessible with all rooms and play areas on one level. All classes are fully inclusive; support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at Pennoweth Primary School children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision as such levels of support and provision will vary across time for individual children in response to their individual needs.

Some children find certain aspects of their learning challenging. Our Special Educational Needs policy is designed to support these children, enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our school and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff team who treat everyone as an individual and celebrate all achievements. We believe in early identification and intervention and, as we have a nursery, we are able to give pupils the support they need from an early age.

We are a storytelling school enriching children's literacy through the magic of stories. We support reading and writing using the Read, Write Inc. Phonics programme and offer speech and language therapy input in class and delivered one-to-one following recommendations from the speech and language therapist. Staff are trained to identify and support a variety of special educational needs. We have an Autism Champion within the school.

We are a TIS trained school which enables us to implement a variety of strategies to meet individual needs.

Pennoweth Primary and Nursery School:

- Has a positive learning environment where children develop skills and learn how to apply them in a purposeful and meaningful way.
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self-esteem and is inclusive
- Develops and supports children to be healthier and active learners
- Provides a caring, safe and secure environment where children's differences are celebrated and opinion is valued
- Promotes positive working partnerships with parents and carers
- Works closely with external agencies to plan the appropriate support for children. These services include but are not limited to; Physiotherapy, Occupational Therapy, Speech and Language Therapy, School Nurse, Education Psychology, Dyslexia service, Autism Spectrum Team, Behaviour Support Service, Diabetic Nursing Team, Vision Support, Hearing Support
- Works to support their child by attending to the holistic needs of the child and supporting children's families.
- Teaches pupils to communicate effectively, to be independent learners and to make good choices.
- Involves the community effectively to enhance the learning curriculum and to support pupils to practice and extend their social skills.
- Develops pupil's self-esteem, confidence and independence for their continued learning journey, both socially and academically.

The school has a Special Educational Needs Coordinator, Mrs Hannah Crewdson who works within the Pastoral Support Team at Pennoweth. The Pastoral Support Team is made up of 4 dedicated professionals who have a range of expertise and responsibilities:-

- Hannah Crewdson - SENCo
- Charlotte Thomlinson - Community Outreach Officer and Child Safety
- Tamsin Taylor - Parent Support Advisor
- Vivienne Scammell - Learning Mentor

At Pennoweth, we believe in strong pupil, parent and school partnerships therefore, if a pupil experiences any difficulties, whether academic, personal or emotional, the pastoral team will work with you and give guidance and support, please contact one of the team on the school number.

The Information report and Local Offer details the provision, expertise and resources in place to meet the needs of all the children in our school. The provision for SEND is monitored by the governing body to ensure the success and achievement of all pupils.

Our Equality and Diversity Policy can be found on our website:
<http://pennoweth.cornwall.sch.uk>

Our Access Plan can be found on our website:
<http://www.pennoweth.cornwall.sch.uk>

Name of the Special Educational Needs/Disabilities Coordinator: *MRS HANNAH CREWDSON*

Contact details: Tel. 01209 215671 email h.crewdson@pennoweth.cornwall.sch.uk

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"> ➤ All pupils have opportunities to take part in all school activities. ➤ The views of all pupils are valued. ➤ Pupil voice is heard through: <ul style="list-style-type: none"> • School council • Pupil and Teacher conferencing • Target setting days • SEN reviews • Feedback in books 	<ul style="list-style-type: none"> • Opportunities are created to listen and respond to small groups or individual pupils, regarding academic / non-academic issues, throughout the day. • Plans are modified and additional provision made in the light of pupil voice. • Students with SEND are included in all consultation groups : <ul style="list-style-type: none"> ✓ IEP (Individual Education Plan) reviews ✓ Annual Review ✓ PSP meetings (Pastoral Support Plans) 	<ul style="list-style-type: none"> ○ Pupil views are an important part of PSP meetings and Target setting meetings, structured conversations, Annual Reviews and IEP meetings. ○ Desired outcomes and SMART targets are discussed with the pupil. ○ Pupils can attend review meetings if appropriate. ○ Interventions are planned with close regard to pupil views and feelings. ○ Opportunities are created to listen to pupil views to overcome concerns or to allow 1:1 time ○ All IEPs and individual targets are presented in a format that is accessible to the pupil.

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"> ➤ School works in partnership with all parents and carers. ➤ All parents/carers are invited to attend parent's evening and target setting day termly ➤ Parents/carers know who to contact if they have a concern. ➤ An open dialogue is encouraged between teachers/TAs and parents, often face-to-face sometimes by phone. ➤ Pennoweth School website provides up-to-date information about the school experience. ➤ Curriculum information is sent home termly. ➤ Annual reports are sent home in the summer term. ➤ Home/School diaries encourage dialogue between parents/carers and Parents/carers know who to contact if they have a concern. ➤ Weekly newsletter is sent home ➤ On-line homework though Bug Club gives parents information about their child/children's learning. 	<ul style="list-style-type: none"> • Families are invited to attend coffee mornings, family learning, celebration assemblies and class assemblies • Families are invited to attend information sessions re supporting their child/ren at home. For example, Learning Together, literacy and numeracy workshops and reading cafés. • Parents are able to contact school at any time regarding concerns. • Parents receive feedback on phonics progression. • Parents/carers are able to and encouraged to contact school with any query or concern at any time. • The school Parent Support Advisor works alongside families, signposting parents/carers to agencies for support. • The Pastoral team offers support on behaviour management, links to school, child care concerns like sleeping, eating, routine etc. 	<ul style="list-style-type: none"> ○ Parents/carers are actively involved in TAC meetings, CHiN meetings, IEP reviews and annual reviews. ○ Parent/carers views are an integral part of all meetings. ○ All documentation is presented in a format that is accessible to individual parents/carers. ○ Parents/carers are encouraged to join in with school trips, open afternoons, sports days and seasonal celebrations. ○ Parents/carers are encouraged to hear their child read daily. ○ Parents/carers are informed of any additional intervention their child receives. ○ Parents/carers are informed when their child moves onto or off the SEN record of need. ○ WOW books are shared between home and school celebrating successes in both places. ○ Autism Champion works with individual children, their teachers and parents.

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> 
<p>The curriculum is designed to ensure the inclusion of all pupils. It is developed around children's interests to ensure engagement and excitement in learning. All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum.</p> <ul style="list-style-type: none"> ➤ All pupils R- Y2 have Read Write Inc. which is a reading program to enhance independent reading and writing skills. ➤ All children can access maths and reading programmes at school and at home to develop numeracy skills through Bug Club target tracker. ➤ Data analysis is used to identify pupils who require specific 1:1 or 2:1 intervention. ➤ Cross Curricular Learning and Writing through topics with a focus on science, humanities or other subject area. ➤ Building Learning Power Skills (BLP). 	<p>Assessments including dyslexic screenings, non-verbal reasoning, and reading and spelling ages are used to identify pupils who may need specific interventions.</p> <ul style="list-style-type: none"> • Targeted interventions are provided for small groups in each class where appropriate. These interventions are designed to be short term. • Interventions are targeted at SEND children, children not making progress and gifted and talented children. • Intervention packages are bespoke and needs led. Their impact is measured regularly. <p>Interventions include:-</p> <ol style="list-style-type: none"> 1. Literacy: reading, spelling, writing, handwriting. 2. Maths, times tables 3. Speech and language 4. Booster groups 5. Emotional understanding/mindfulness 6. Social skills 7. Fresh start (Read Write Inc. Catch Up Yr. 3-Yr6) 8. Read write Inc. Top up 9. Phonics <p>The progress of children on the intervention programmes is measured termly and monitored by the SENCo and</p>	<p>Pupils are supported in following their chosen interests regardless of their SEN or disability.</p> <ul style="list-style-type: none"> ○ Pupils with SEN or disability can access the curriculum with adults or with specific resources to support where necessary. ○ Teachers plan specifically to meet pupil's SEN. ○ In exceptional circumstances a pupil can be dis applied from some subjects of the primary curriculum: strict guidelines must be followed to achieve this. ○ All children, regardless of ability or additional needs, are included in all school activities, extra-curricular clubs and school trips, including camp. ○ A programme of reactive interventions allows individual misconceptions to be addressed swiftly.

4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> ➤ Pennoweth School uses dyslexia friendly teaching and learning strategies throughout the school to ensure the progress of all pupils. ➤ Careful planning ensures subjects are taught in a clear way with regular repetition, revisiting and opportunities to practise learning. ➤ A variety of learning styles (auditory, visual, tactile and kinaesthetic) are used and are represented in planning. Activities are planned to match individual learning styles. ➤ Planning is differentiated to meet all levels of learning. ➤ Lesson objectives are displayed. ➤ Differentiated success criteria, for certain activities is also displayed. ➤ Teacher's deep mark regularly using green for 'success' and pink for 'check again'. Marking is positive. Comments make next steps clear for 'take up time'. ➤ Pupils are given time to respond to teacher's marking daily in 'Take up Time (TUT)'. This ensures they can improve their learning, taking account of 	<ul style="list-style-type: none"> • Class teachers and TAs share information about pupils to ensure that needs are met in the classroom. • Class teachers discuss lesson plans with TAs before the start of lessons to ensure that pupils with SEND have targeted support and provision. • TAs make notes about pupil achievement, as the lessons progress, to feedback to the teacher and input outcomes on the school system • Teaching assistants are used widely within the classroom to ensure the independence and progress of children with statemented hours but also to ensure all other children in the class are on task and understand the learning intention. • Teachers use mini plenaries and visualiser stops to assess the understanding of the learning intention and address any misconceptions. • Class teachers/TAs work with small groups to: <ul style="list-style-type: none"> ✓ Ensure understanding 	<p>Pupils are provided with personalised and highly differentiated teaching and learning experiences that are continuously monitored and adapted and enable independent learning.</p> <ul style="list-style-type: none"> ○ One-to-one support is in place for any pupil with an Educational health Care plan. ○ One-to-one support for these children is not continuous: support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence. ○ Where there is no Statement or EHC Plan, pupils are supported 1:1 where possible and in small groups at other times. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access. ○ Advice is sought from external professionals where appropriate. ○ Adults supporting children with additional needs are given time to meet with outside agencies to ensure the pupil is

<p>the marking and next steps while the learning is still fresh.</p> <ul style="list-style-type: none"> ➤ Pupils are aware of their personal targets in literacy and numeracy. ➤ Key vocabulary for literacy and maths is permanently on display in classrooms. Topic related vocabulary is displayed as appropriate. ➤ A range of resources is easily accessible in each classroom. ➤ Ideas/information is recorded in different ways. ➤ All lessons are carefully planned to include clear success criteria, a focused learning intention, different learning styles and differentiated activities. ➤ Children work in ability groups, friendship groups, pairs and independently during the school day. ➤ Peer reviewing is used to ensure all children are involved in the marking process. ➤ All teachers use a consistent approach to marking which is discussed with pupils from Reception/Year 1. ➤ Targets are set for each cohort, by Senior Leaders, for the end of year. 	<ul style="list-style-type: none"> ✓ Accelerate progress ✓ Keep pupils on task ✓ Foster confidence and self-esteem. ✓ Facilitate learning activities. <p>Independent pupil learning is supported by:</p> <ul style="list-style-type: none"> ✓ IPADS ✓ Talking tins ✓ Laptops ✓ Ace dictionaries ✓ Writing slopes ✓ Word banks ✓ Easy to access maths resources /differentiated maths pack. <ul style="list-style-type: none"> • Special access arrangements are put into place for SATs at the end of Y6 • Pre teaching of specific vocabulary, concepts or methods. 	<p>receiving the best support.</p> <ul style="list-style-type: none"> ○ All interventions/targets/strategies recommended by external professionals are put into place and monitored. <p>Individuals or small groups are supported through the following programmes:-</p> <ul style="list-style-type: none"> ✓ Precision Teaching ✓ Fun-Fit ✓ Clicker ✓ Fresh start ✓ Nessy reading/spelling IT programme ✓ Emotional Literacy/anger management ✓ Speech and Language intervention ✓ Social skills groups <p>Teachers and teaching assistants are given access to targets and activities set by the Speech and Language Therapist (SALT), Behaviour Support Service, Educational Psychology team, Hearing Impairment Team, Occupational Therapists, and Early Years Inclusion Service to ensure targets are being focused on in school as well as at home.</p> <ul style="list-style-type: none"> ○ SENCo has termly discussion and planning meetings with Speech and Language therapist, Social Emotional Behaviour Support Service and Educational Psychologist to ensure support is meeting the pupil's needs.
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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"> ➤ Concrete resources are easily accessible in classrooms for children to use independently including provision of Working Walls and displays. ➤ Word banks and key skills cards are provided ➤ Success criteria is displayed for easy reference. ➤ All pupils have access to extracurricular clubs which encourage independence and self-help skills. ➤ All pupils are encouraged to change independently for PE, swimming, extracurricular clubs and sports days/activity days. ➤ All teachers display a visual timetable which is used to support children who rely heavily on routine. 	<ul style="list-style-type: none"> • Instructions are repeated or supported through visual prompts. • Pupils have access to: <ul style="list-style-type: none"> ✓ Visual timetables ✓ Now and Next boards ✓ Traffic light systems ✓ Timers ✓ Pupils have personalised equipment: overlays, writing slopes, talking tins, timers etc. • Part of the TA's role is to facilitate independence. • Pre-teach vocabulary and pre-teach lessons are given to some pupils before specific lessons or at the start of a new topic to enable SEND children to have advanced knowledge of topics and key words before lessons. 	<ul style="list-style-type: none"> ○ Teachers/TAs ensure that pupils can access the task and have all the appropriate resources available. ○ They are taught how to use support materials before asking for help. ○ Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. ○ Pupils are rewarded for developing their independence ○ Guidance provided by outside agencies is built into the daily timetable. ○ Some children require an individual visual timetable with a now and next picture only. ○ 1:1 TAs supporting individuals with statements / EHC Plans work alongside pupils when needed and encourage their independence.

6. Health, wellbeing and emotional support

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<ul style="list-style-type: none"> ➤ We are a nurturing school and aim to develop the whole child. ➤ Pupils have access to our Pastoral Team ➤ Positive learning behaviour is promoted throughout the school. ➤ Sex and relationship education is provided. ➤ All members of staff have had Attachment training. ➤ Risk assessments are made for all trips and for day-to-day school events. ➤ A policy for the administration of medication is in place as well as an intimate care policy, and Asthma policy. ➤ The school works in partnership with Penhaligon's Friends to help children deal with bereavement. ➤ PSHE lessons and circle time is held regularly ➤ Pastoral Support Plans are written for children who display extreme behaviours within school, alongside parents and the child. ➤ Our School Parent Support Advisor works with our children and families to provide additional support if needed, at home and in school. 	<ul style="list-style-type: none"> • The Learning Mentor room is a base for 'time out' and/or emotional support. • Interventions take place to address: <ul style="list-style-type: none"> ✓ Self-esteem ✓ Emotional Literacy ✓ Social skills ✓ Anger management • Year 6 children can become 'playground friends', helping the younger children settle into the playground and playing with individuals who feel lonely or upset at lunchtime. • Year 6 have the opportunity to become school prefects if they display positive behaviours and effort in their learning consistently. • All children have the opportunity to become a school councillor, representing their year group at regular meetings. • Key staff have team teach training. • The learning mentor works 1:1 or with small groups of children on developing social skills, emotional resilience and anger control. 	<ul style="list-style-type: none"> ○ Teachers and SMT respond to each individual vulnerable child's needs. ○ An Intimate Care Policy is in place. ○ External Professionals (OT, Physiotherapist, School Nurse, Diabetes Nurses) train Teachers and TA to deliver exercises/administer medicine correctly. ○ A lunchtime club is available for pupils who find break times too unstructured and stressful, run by the Learning Mentor. ○ TACs, Chin meetings, Early Support meetings and annual reviews are supported by a range of agencies and all support and advice is actioned accordingly. ○ Additional support can be requested from: <ul style="list-style-type: none"> ❖ School Nurse ❖ Community Nurse ❖ CAMHS ❖ Social Care ❖ Dreadnought ❖ Penhaligon's Friends ❖ Together for Families ❖ Parent Support ❖ Education Psychology ❖ Speech and Language Team ❖ Social Emotional Behaviour Support

		<p>Service</p> <ul style="list-style-type: none"> ❖ Acorn Academy ❖ Local secondary school ❖ Other organisations. <ul style="list-style-type: none"> ○ Pupils with specific medical needs have Care Plans which are regularly updated by the SENCo ○ Prescriptive Pastoral Support Plans are in place to support children with behaviour needs and reviewed regularly.
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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 pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. ➤ All pupils take part in trips/activities in the wider community. ➤ All students belong to a class with a named class teacher. ➤ All students are invited on trips and visits – 1:1 children’s parents may also be invited ➤ Appropriate risk assessments are completed for trips, visits and activities to ensure all pupils are safe and their needs will continue to be met whilst out of school. ➤ All children have the opportunity to join extra-curricular activities regardless of 	<ul style="list-style-type: none"> ● Social groupings within classes are organised to support individuals. ● Small groups of children take part in Socially Speaking programmes and other emotional groups. ● Year 6 children can become playground friends, helping the younger children settle into the playground and playing with individuals who feel lonely or upset. ● Year Six have the opportunity to become school prefects if they display positive behaviours and effort in their learning consistently. ● All children have the opportunity to become a school councillor, representing their year group at regular meetings and eco council. 	<ul style="list-style-type: none"> ○ The Learning mentor and teaching assistants working 1:1 use therapeutic Stories, social stories, Draw and Talk and other pastoral interventions with individual children. ○ Classes have key words in different languages to help support children with English as an Additional Language (EAL). Displays around the school have labels in different languages to reflect the school population. ○ The school employs an EAL specialist to support our EAL children. ○ Individual buddy systems may be set up to supports children who require support in interacting and engaging during break/lunchtimes. ○ Individual 1:1 support may be provided

<p>need.</p> <ul style="list-style-type: none"> ➤ Classes across the key stages team up to share reading and learning activities. 		<p>for children with an EHCP in modelling and structuring interactions with other children.</p>
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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"> ➤ Teachers focus on rewarding good behaviour to promote a positive learning environment. ➤ Rules, rewards systems and sanctions are consistent throughout the school and displayed in classrooms. ➤ TAs and Lunchtime Supervisors use a consistent approach. ➤ There are designated Child Protection Officers. ➤ Most areas of the school are accessible to everyone including pupils with SEND. ➤ All electric devices are PAT tested yearly. ➤ Risk assessments are undertaken. ➤ Fire exits are clear. Fire drills take place termly. 	<ul style="list-style-type: none"> • The Learning Mentor Room is available as a quiet, supervised area for those pupils who feel anxious during unstructured times or who cannot cope with lunch time routines due to sensory issues or behaviour issues. • Key named staff have been Team Teach trained. • Smaller break out areas and work bays are used for group interventions. 	<ul style="list-style-type: none"> ○ Some children have access to specialist equipment within the classroom, such as writing slopes, weighted toys and wobble cushions. ○ Non-white paper and overlays are provided for pupils with scotopic sensitivity. ○ Some teachers and TAs are Team Teach trained. ○ Sensory tents are available for children of all ages and are allocated where there is need. ○ All teachers are made aware of individual children who may need quiet areas within the classroom, children who need to be seated near

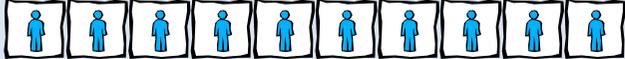
<ul style="list-style-type: none"> ➤ All areas are wheelchair accessible. ➤ Disabled toilets are available to children who need them. ➤ Questionnaires have shown that children feel safe and happy in the school environment. ➤ The school grounds are safe and secure during the school day, with locked gates. ➤ Members of the public must sign in and out at Reception (or Breakfast club) when entering the main school building. ➤ Bullying is minimal and always dealt with effectively. ➤ All areas of the school are inviting, engaging, positive and support learning and/or value children's efforts. ➤ The rewards and sanctions systems are robust and displayed around the school. ➤ Outside learning areas are designed to provide a variety of opportunities for children through sensory play, physical activity and quiet break out areas. 		<p>or away from the door, plus other physical factors that will affect the layout of the classroom such as wheelchair access between tables or visual impairment.</p> <ul style="list-style-type: none"> ○ Individual work stations are designed for children based on their specific needs. ○ Quiet spaces are designated for children (both indoors and outdoors) who require sensory breaks.
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> ➤ Home visits take place for Early Years Children (i.e. Nursery and Reception) ➤ There are strong links with Secondary 	<ul style="list-style-type: none"> • SENCo shares information about all Year 6 SEND pupils with the Secondary School SENCo. • All SEND paperwork is passed to the 	<ul style="list-style-type: none"> ○ Individual pupils with SEND may have extra transition visits for a specific purpose i.e. to take photographs of key members of staff,

<p>Schools.</p> <ul style="list-style-type: none"> ➤ Taster days take place for Year 6 pupils. ➤ Year 6 teachers share information about all pupils with Head of Year 7. ➤ Secondary School teachers visit to meet with the children. ➤ Transition from the Foundation Stage to KS1 is handled carefully, with moderation of attainment between teachers, Nursery provider visits and Stay + Play sessions, classroom visits for the children and set playtimes in the 'big playground' prior to starting in Year One. ➤ Transition notes from one teacher to the next teacher ensure all necessary information including SEND, medical, behaviour and family background is passed on effectively. ➤ All children have the opportunity to visit local secondary schools for extra-curricular visits and activities throughout their primary years. ➤ Taster days are available for Year 6 children in local secondary schools. ➤ CPOMs provides an opportunity for teachers to record SEN support and concerns so this can be tracked throughout the school. ➤ All classes have transition day/days at the end of the academic year. 	<ul style="list-style-type: none"> • Secondary School/new school, including most recent IEPs. • Small groups of children have additional visits to their next class/chosen primary schools. • Children who have statement hours or 1:1 support within the classroom will have the opportunity to meet their new 1:1 teaching assistant and teacher many times prior to moving to their new class. • Parents of children who receive 1:1 classroom support are invited to meet their child's new teaching assistant and teacher and visit their new classroom before the end of the Summer Term. • There are strong links with local secondary schools. The Year 6 teacher and the SENCo identify those who need additional visits. 	<p>become familiar with the school layout/timetable/organisation, to experience lunch in the lunch hall etc.</p> <ul style="list-style-type: none"> ○ A key worker is nominated at the Secondary School and the pupil is introduced during extra taster sessions. ○ The secondary school SENCO is invited to annual reviews and TACs for children in Year 6. ○ Communication Passports are prepared to take to the new school if appropriate. ○ If needed children with SEND will have a transition book made with photographs and information about their new class/setting/key staff included. ○ Individuals joining our school from a different setting will be given a 'buddy' within their class as they settle. ○ Some children with SEND, who join our school from a different setting, are given the opportunity for a phased transition if it is felt necessary. ○ Pupils with SEND or vulnerable pupils have extra transition visits to their chosen secondary schools.
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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"> ➤ All staff receive regular CDP at staff meetings/inset days and external courses focussing on: <ul style="list-style-type: none"> ✓ Structured conversations ✓ Read Write Inc. training for all staff. ✓ First Aid. ✓ Effective feedback and questioning ✓ Equality and diversity ✓ Child Protection and domestic violence awareness. ✓ Attachment disorder and difficulties ✓ Safeguarding at different levels, tier 2. ✓ Dyslexia in the classroom / awareness ✓ NVQ2 teaching assistant award ✓ Differentiation training ✓ Numicon ✓ Story telling ✓ Bug Club – reading initiative ✓ Talk for Writing ✓ Behaviour Management strategies. ✓ Managing ASD children in the school environment ✓ Diffusion behaviour strategies. ✓ Reading Doctor ✓ Precision Teach 	<ul style="list-style-type: none"> • Behaviour management • Designated child in care • Multiagency child protection training • ASD training • Socially speaking • Integrated working training (CAF/TAC) • Sensory processing in the classroom • Safeguarding Tier 2 • Draw and Talk 	<ul style="list-style-type: none"> ○ ASD champion School ○ Safeguarding tier 3. ○ Restorative justice ○ Team teach training ○ Remember me, bereavement advice and support ○ Diabetic support training ○ Epipen ○ Draw and Talk ○ Cystic fibrosis physiotherapy support ○ Attachment and Loss (Akamas) ○ Reset – resilience and self-esteem in primary age children ○ Bereavement training around trauma ○ Inside I’m hurting – Louise Bombier ○ Attachment disorder – Margo Sunderland ○ Emotional Coaching aimed at Nursery children ○ Behaviour management 1:1 ○ Theraplay ○ Domestic Abuse ○ Mental health ○ Child Sexual Exploitation ○ Dyslexia training ○ Childhood Trauma (Cic training) ○ Radicalisation

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Child Health Department	Community paediatricians work with children with individual needs.	Community Child Health, Pendragon House, Gloweth, Truro TR1 3XQ Medical Secretaries: 01872 254514 01872 254516
Child Development Centre (CDC)	As above	Dilys Vincent, Head Teacher Dolphin House, Treliske Hospital Truro TR1 3XQ Telephone: 01872 253 880
Education Psychology	Specialists in learning, behaviour and child development. Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and or 1:1 work with a pupil, followed by a meeting with teachers and parents.	Dr Kate Hornblower Senior Educational Psychologist Floor 2, Social Work and Psychology Team, Council Offices, Dolcoath Avenue, Camborne TR14 8SX
Autism Support Team	Provide support for children with autism, their families and schools. Work with specific individuals with ASD. Advice and support given to teachers, teaching assistants and parents.	Kate Horrill khorrill@cornwall.gov.uk Tel: 01209 614175 Mobile: 07530262147 Andrew Mercer / Katie Frampton Autism Spectrum Advisor Telephone: 01736 36819
Speech and Language Therapy	Advice and support for all speech and language and communication needs. 1:1 assessment. Feedback meeting with parents and teachers. Guidance for intervention in school and support at home.	Hannah Jennings – Speech and Language Therapist. Holmcroft Surgery, Voguebeloth, Illogan, Redruth TR16 4ET Tel: 01209 843843 Or 01208 834488 for new referrals
Child and Adolescent Mental Health Service (CAHMS)	Support children and adolescents with a wide range of emotional, mental health and behavioural issues. 1:1 mental health assessments: Autism Spectrum disorder, ADHD, Anger/emotional issues, eating disorders etc. Discussion with parents and with school informs diagnosis.	CAMHS Trengeath Cottage Penryn St Redruth TR15 2SP Telephone: 01209 881888

Penhaligon's Friends	Support and programmes to help bereaved children and their families.	Penhaligon's Friends Trecarrel, Ground Floor, Drump Road Redruth TR15 1LU Tel: 01209 210624 / 01209 215889
School Nurse / Community Nurse	Providing community health services and support to schools, children and their families. Advice given to schools based on individual medical cases.	Karenza Stuart Specialist Community Public Health Nurse School Nurse Redruth Locality 2 School Nursing Team Health Centre, Forth Noweth, Redruth TR15 1AU Tel: 01209 881850
Hearing Support Services	Providing specialist support to children with temporary or permanent hearing loss, their families and school. 1:1 assessments. Guidance given to school.	Miss Julie Adlard, Hearing Support Team Educational Audiology Service Priory Road, St Austell PL27 6QB Tel: 01726 61004 jadlard@cornwall.gov.uk
Neighbourhood Policing	Provide a citizen focused police service including safety and crime prevention	Devon and Cornwall Police Police Station, South Terrace, Camborne TR14 8SY Telephone: 101
Occupational Therapy Department	Assess and support children with functional and sensory needs and develop confidence. Advice given based on development of gross and fine motor skills for children with developmental coordination disorder (DCD).	Children's Community Therapy Lead: Alison Botting Children's Community Therapy Service Child Health Department, Pendragon House Gloweth, Truro TR1 3XQ Tel: 01872 254531
Multi Agency Referral Unit	Provide advice and a multi-disciplinary response to concerns about the safety of children.	Multiagencyreferralunit@cornwall.gcsx.gov.uk www.cornwall.gov.uk/default.aspx?page=33632 for urgent referrals after 17.15 or at the weekend call out of hours on Telephone: 01208 251300
Other Mainstream and Specialist Pre-Schools, Primary and Secondary Schools	Redruth Secondary Curnow Special School	Flying Start Nursery, Pennoweth Children's Centre, Drump Road, Redruth TR15 1NA 01209 217171 Redruth School, Tolgus Vean, Redruth, TR15 1TA 01209 2037010 Lower and Upper Schools – Telephone 01209 215432

		Fax 01209 315205 Email – secretary@curnow.cornwall.sch.uk
Early Years Inclusion Service	Early identification and support strategies for school. Supporting 3 and 4 year olds with individual needs.	Leanne Ross Tel 01209 615653 e-mail: lross@cornwall.gov.uk 2nd Floor Dolcoath Offices Dolcoath Ave Camborne TR14 8SX
Parent Support	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Family Information Service Cornwall Council 39 Penwinnick Road, St.Austell PL25 5DR
The Dreadnought Charity	Support and programmes to help children with behavioural and emotional difficulties. Work with individuals and families or small groups based on behavioural and emotional needs.	The Dreadnought Centre Carn Brea Lane Pool Redruth Cornwall TR15 3DS E mail: terry@thedreadnought.co.uk
Jigsaw	Therapeutic service supporting children who have experienced or witnessed physical harm or sexual abuse	The White House 24 Basset Road Camborne TR14 8SL
BF Adventure	Outdoor Activities Centre focusing on Team Building skills, confidence building and self-esteem.	Halvasso, Long Downs, Penryn TR10 9BX
Special Education Needs Assessment and Provision Team	Provide advice and guidance to ensure a child's Special Needs are appropriately identified and met.	Becky Phillips Tel 01872 322460 Special Needs Assessment and Education New County Hall, Truro TR1 3AY
Parent Partnership	Provide information and support for parents and carers of children with individual needs.	Disability Cornwall, Units 1G and H, Guildford Road Industrial Estate, Guildford, Hayle, TR274QZ Telephone: 01736 756655
Parent Carer Council	Provide Parents with information about services available locally, including education and health.	Kay Henry FREEPOST RSUH-ZCCS-LJLS Parent Carer Council for Cornwall 48 Springfields, Bugle
Social Services and Social Care	Promoting the Achievement and educational attainment of all children.	Camborne Department CSF The White House, 24 Basset Road, Camborne TR14 8SL Telephone: 0300 1234 101 Fax: 01209 612304
Locality 2	Local team delivering Cornwall's early	Samantha Alexander Locality Manager

	help services for children and their families.	Telephone: 01209 615658 2nd Floor Council Offices Dolcoath Avenue Camborne TR14 8SX
Dyslexia Support	Support and programmes to help dyslexic children reach their full potential.	Dyslexia Advice Centre Health & Wellbeing Innovation Centre Treliske, Truro TR1 3FF 01872 222911 01872 274827 enquiries@dyslexia.cornwall.org.uk
Equality and Diversity Service	Promoting and supporting equal rights of all children.	Judy Fox Equalities and Diversity, EAL Lead Children, Schools and Families. Dolcoath Avenue, Camborne TR14 8SX Tel: 01209 614053 Mob: 07973497289
Education Welfare Service	Promote children's regular school attendance.	The Park Children's Centre Park Terrace Falmouth TR11 2DJ
Early Help Hub	Portal for schools to access services for children provided by Cornwall Council.	Tel: 01872 322277 www.cornwall.gov.uk/earlyhelphub
SENDIASS	We provide impartial information, advice and support to: Parents / carers of a child or young person (aged 0–25) with a special educational need or disability. Children and young people aged 25 or under who have a special educational need or disability. People working with children and young people with a special educational need or disability. Our service is confidential, independent and free.	Via: disAbility Cornwall & Isles of Scilly, Units 1G/H Guildford Road Industrial Estate, Hayle, Cornwall. TR27 4QZ Telephone: 01736 759500 www.disabilitycornwall.org.uk info@disabilitycornwall.org.uk
Diabetics Team	Royal Cornwall Hospital, Treliske have a paediatric diabetes team to support young people and train staff in school who are involved in the care of Type 1 diabetics.	Royal Cornwall Hospitals NHS Trust, Treliske, Truro, Cornwall, TR1 3LJ 01872 250000
Gingerbread	The charity supporting single parent families to live secure, happy and fulfilling lives	The helpline number is 0808 802 0925.

Homestart	Home-Start Kernow offers support friendship and practical help to parents with a child under 5 throughout Cornwall.	01209 214490
The Family Fund	We are able to consider grants for personalised family breaks in the UK and abroad through our contracted provider, Inspire. Inspire work with over 300 agencies and tour operators to bring you the widest variety of family break options, whether you choose to travel in the UK or overseas.	www.familyfund.org.uk
Cornwall Neighbourhoods for Change (Redruth Branch)	Our work covers three themes: - activities to help provide a "Better Life", including community get-togethers and activities to support personal health and wellbeing - activities to help make people "Better Off", including providing new skills and support for employment. - activities that aim to make "Better Sense" of community resources and government policy. This includes encouraging new approaches to economic growth, clearer thinking around issues of equality and diversity and better use of food	01209310610
Outlook Southwest	Our psychological therapy services are for people aged 16 and above in Cornwall and the Isles of Scilly. If you are registered with a GP practice in Cornwall, you can access our NHS-funded therapies for mild-to-moderate anxiety and depression. To register for help with difficulties such as: stress, low mood, worry, anger, panic attacks, obsessive compulsive disorder (OCD), phobias, post-traumatic stress disorder (PTSD), self-refer using our online registration form	www.outlooksouthwest.org.uk
The Wave Project	The Wave Project brings people together through surfing. Our evidence-based surf therapy programme is proven to help young people feel less anxious and more positive. We also run beach school projects to help children feel more	01637 820830

	engaged in education. Working with partner organisations and our amazing volunteers we are changing lives together.	
Camborne Foodbank		01209 711850

12. Pupil progress

At Pennoweth School we rigorously assess and monitor the progress made by all of our pupils and quickly respond to the needs of those who are not progressing at the expected rate. Assessments and pupil conferencing are carried out twice termly. Target tracker is used to track the progress of individual children and allows staff to quickly identify and support individual needs. We monitor the general wellbeing of every child and not just their academic progress. CPOMs is used to record and monitor any concerns and SEN support and gives an overview across the school. We report to parents during every term either through parent consultation meetings or an annual written report. If a teacher has a particular concern they will request a meeting with the parents / carers. We welcome parents to the school and appointments can be made through the office or directly with the class teacher. The Head Teacher and Senior Leadership Team are also available for appointments.

We involve all pupils in their learning and they all have targets set that are appropriate to their age, level of progress and achievement. These are reviewed at least half termly.

13. How we know how good our SEN provision is

The progress of all our pupils is discussed half termly between the Teacher and Transition Leader and subsequently the Head Teacher and SENCo. Attainment is tracked through a target tracker which is updated half termly and through IEP review meetings which also take place termly. This ensures that all pupils make good progress and we look carefully at the provision in place to meet the needs of all pupils. Our pupils with SEND generally make good progress over the year. We review provision and interventions regularly to ensure this continues. If a pupil is not progressing we look carefully at why this is happening and what we can do to address the needs of the child.

14. If you wish to complain

In the first instance we would expect you to approach the school via the office and arrange to speak to the SENCo, Mrs Hannah Crewdson, or the Head Teacher, Mr Rob Adams and we would hope to resolve your issues. There is a copy of our School's Complaints Procedure on our website or a copy can be obtained from the office on request.

Next review January 2020

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

1. How do people in school know if a pupil needs extra help?

Teachers closely monitor children's progress in all areas of learning and refer any child they have concerns about to the 1:1 intervention programme. The Transition Phase leaders, SENCO and Head Teacher, monitor this carefully. Pupils have end of year targets and progress towards these targets is analysed half termly. Pupils who do not make progress will be referred to the SENCO for additional support. If additional support is required, an Individual Education Plan (IEP) or Pastoral Support Plan (PSP) will be created with specific targets related to their needs. Pupils with specific needs may receive support from outside agencies, such as Speech and Language Therapy, and additional targets based on their individual need. These targets are shared with the class teacher and written onto an Individual Education Plan.

At Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Language Link, Sandwell Numeracy, DEST (Dyslexia Early Screening Test)
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

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

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Hannah Crewdson) or the Head of your child's transition stage (EYFS Mrs Bright, Transition 1 Mrs Hitchens-Todd, Transition 2 Mrs Bright, Transition 3 Mrs Gaskin). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

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

We value parents as partners in children's learning and success. Children make the best progress when all parties work together and communicate effectively. If a teacher has concerns about your child's progress they will address this with you either face to face or over the phone.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.

Our SENCo and SLT oversee the progress of any child identified as having SEND.

There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations as part of their IEP reviews.

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

We use a broad and balanced curriculum which is cross curricular and involves lots of practical activities. Teachers plan effectively to meet all children's needs and cater for a range of learning styles.

The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there may be several different levels of work set for the class, however on occasions this might be individually differentiated.

The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate.

All children, including those with SEND, will have access to the appropriate resources needed in order to help them to make progress e.g. phonics mats, coloured overlays, Numicon etc.,

The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

The Governor responsible to SEND also meets regularly with the SENCo. They report on their visit to the Governors to keep them all informed with school or LA (Local Authority) information.

The Governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

5. How will I, and my child, know how well they are doing?

Termly parent conferences, will give you the opportunity to see how well your child is doing in school and the progress they are making, and teachers are always available to discuss your child's learning. Parents/carers of pupils with an Individual Education Plan (IEP) will receive their child's IEP termly, and can meet with the child's teacher or the SENCo to discuss this. Parents/carers of pupils with an EHC Plan (the old 'Statement') will be invited to Annual Reviews. We have an open door policy and all teachers are happy to make time to talk to you about your child at the end of the school day, or you can make an appointment via the school office. Occasionally children will move off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.

Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.

Frequent family learning activities and opportunities to be involved in your child's school life which are held at a variety of times of day e.g. reading cafes, assemblies and open mornings.

Your child may have an Individual Education Plan (IEP) that will have individual targets. This is shared with you on a termly basis and parents are provided with a copy. This will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.

When the child's IEP is reviewed, comments are made against each target to show what progress the child has made.

If your child has complex SEND they may be part of an IPA, or have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

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

The school perimeter gates are always locked during the school day allowing children freedom while keeping them safe.

Registers are taken at the beginning of each morning and afternoon session to ensure all children are present and teachers are aware of where children are at all times and any unexplained absences are followed up that day. All visitors are required to sign in through reception before entering the school.

Clear expectations for behaviour are set and implemented consistently across the school. There are designated safeguarding officers within the school, and posters around the school clearly indicate who children can talk to if they are at all concerned. Our Safeguarding Policy can be found on the school website.

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

Our SENCo is a fully qualified teacher who is completing the NASENCO qualification alongside working at the school this year. Relevant staff have had training in Read, Write, Inc., behaviour management, structured conversation, Attachment disorder questioning and TIS

support. Key staff have had training in Elkan speech and language, team teach training, Draw + Talk, Reading Doctor and first aid. The majority of support staff are trained in first aid.

An ongoing programme of SPD within the school through weekly staff meetings, TA meetings and Inset days ensures that staff are regularly updated. All classes have a qualified teacher who will have undertaken training in SEND as part of QTS.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide as much support as possible to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

The school officer breakfast club and after school care where, as with trips, we would liaise with parents to provide the necessary support to include each child.

9. How accessible is the school environment?

Our school is fully accessible to children, young people and adults with physical difficulties. We have wheelchair access and disabled toilets and shower area.

Our school has an adopted accessibility policy.

All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the staff car park, with a further two outside the Community Centre on the roadway that leads to the staff car park.

Accessible toilet facilities are available both by the main reception and at the lower end of the school on the staff wing (this is also a wet room where changing facilities could be installed).

A hearing loop is installed at Reception. There is also a mobile loop available.

If you have specific access queries or concerns please speak with us.

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

Transition times are handled very carefully especially for children with SEND. Information is passed onto the next teacher within school both in verbal and written format. Individual Education Plans and Pastoral Support Plans are transferred to the next class and SEND information is made available early to enable the next teacher to prepare and plan effectively. In some cases, teaching assistants work with children to create a transition book, full of photos and information about their new class and teachers. Children who have individualised support within the classroom will meet their new 1:1 support teaching assistant many times prior to moving class.

Support for transition to secondary school begins early on in Year 6 with regular visits to local secondary schools and staff members from local secondary schools coming in to visit the children here. For children with SEND there may be additional visits arranged where they can explore the support they will receive.

For children with an EHCP, this process begins in the summer term of Y5 at their annual review.

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

The school budget, received from Cornwall Local Authority, includes money for supporting children with SEND. Each individual pupil is treated as an individual. Through regular IEP and PSP meetings the pupil's needs are discussed, reviewed and resources allocated as appropriate. The Head Teacher, the SENCo, senior leadership team and parents are involved in these meetings.

12. Who can I contact for further information?

You are welcome to contact us at any time with any concerns.

Please speak to the class teacher in the first instance.

General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.

Further information is available from the SENCo (Hannah Crewdson), Assistant Head teachers (Helen Gaskin and Jade Bright), Head teacher or, in exceptional circumstances, the SEN Governor.

The school has a complaints policy, which is available on the policy page of the school website.

You might also wish to visit the following website for our Council's local offer: www.supportincornwall.org.uk/localoffer.

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

Initial concerns should be raised with Mrs Hannah Crewdson or the Head Teacher, Mr Rob Adams.

Action relating to SEN support will follow an ‘assess, plan, do and review’ model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 - *Local Authority Support Services* – Early Help and Family Support Team.
 - *Specialists in other schools* e.g. teaching schools, special schools.
 - *Social Services.*
 - *Health partners* such as School Nurse and EWMHS (Emotional Wellbeing and Mental Health Service).

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.