



PARC EGLOS SCHOOL **Our SEN information report**

Date SPRING 2019

At Parc Eglos School the emphasis is on a whole school approach. All staff accepts responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual needs of each child by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their needs. Resources are provided to support the children's specific learning difficulties including disabled access and support is actively sought. Every pupil with SEN and disability at Parc Eglos has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being physically and mentally healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life, including:

- *personalised teaching and learning approaches;
- *access to ICT across the curriculum;
- *flexible learning
- *support for emotional wellbeing;
- *flexible timetables;
- *assessment for learning which engages pupils in having a say about their progress and SEN provision.

Parc Eglos has active partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers. Within the constraints under which the school operates, every practical effort is made to provide appropriate education for all children including those with special needs (children at SEND Support) and those with an EHCP (education, health and care plan).

Link to Special Educational Needs Policy (if available)
<http://www.parc-eglos.cornwall.sch.uk/website/policies/327015>

Link to Equality and Diversity Policy
<http://www.parc-eglos.cornwall.sch.uk/website/policies/327015>

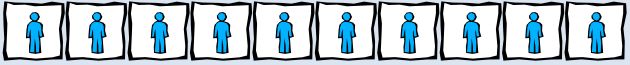
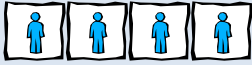

Link to Accessibility Plan/Policy
<http://www.parc-eglos.cornwall.sch.uk/website/policies/327015>

**Name of the Special Educational Needs/Disabilities Coordinator:
Christopher Powley (SENCO)**

Contact details: 01326 572998 Parc Eglos School, Helston, CORNWALL TR13 8UP secretary@parc-eglos.cornwall.sch.uk




The levels of support and provision offered by our school

1. Listening to and responding to children and young people

| <p>Whole school approaches The universal offer to all children and YP.</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • Student voice is heard through the school council. Each class has a representative on the council which meets regularly. • All pupils know who they can speak to if they have worries or concerns. • PSHE sessions take place at least once a week and these give children the opportunity to discuss important issues. <p>*As part of our PSHE provision we also promote The Virtues: https://virtuesproject.com/</p> <p>Learning takes place in PSHE lessons and assemblies and across the school day.</p> | <p>*Each child in Year 6 has a mentor from within the school's staff.</p> <p>*HMS Heroes group meets regularly and comprises children who have one or both parents in the armed forces.</p> | <p>*Pastoral support is offered to any child throughout the whole school who may require an adult to talk to. These sessions are initially twenty minutes long and run for six weeks. Trained members of staff deliver a range of bespoke pastoral support programmes or use specialist materials either as a prompt or to act as the foundation for a more structured programme.</p> <p>*We also work closely with external counselling support services such as those provided by CHALK (Counselling Helston and Lizard Kids).</p> <p>*Children on the record of need will have learning passports and will always contribute to their own target setting.</p> <p>*Part of the learning passport writing process is to reflect with each child on what they consider to be their strengths and their blockers. It's important to celebrate each child's strengths and to employ these, where possible, to unlock their blockers.</p> <p>*The school will work alongside an advocacy service such as Barnardo's or CAFCASS (children and family court advisory support and service) when appropriate so that our children's voices can be heard, especially when life is particularly challenging for our pupils.</p> |




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| | | <p>*We have a trained, autism champion in school who works one to one with children who have a diagnosis of autism and offers advice to teachers on how to make their practice autism friendly.</p> <p>*We have trained mental health champions whose role it is to be ambassadors for positive mental health and will support children who simply need a special friend in school to talk to or who have a diagnosed mental health condition.</p> <p>*We have a speech and language champion who works closely with the school's speech and language therapist (SALT) and not only supports the children on the therapist's list, but will assess and can offer provision or advice to those children whose speech and language needs do not yet meet the SALT'S threshold for a referral.</p> |
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2. Partnership with parents and carers

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| <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 school seeks to work in close partnership with all parents/carers for the | <ul style="list-style-type: none"> • Learning Together sessions are provided. | <ul style="list-style-type: none"> • Parents/carers are actively involved in Early Support TAC (team around the child) |




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| <p>benefit of all children.</p> <ul style="list-style-type: none"> • The parents/carers of all pupils are invited to attend parent consultations twice a year. • An annual written report is sent home near the end of each summer term. • Reading record books are used to encourage general communication. • Parents/carers know who to contact if they have any concerns. It is simple and easy to contact a child's class teacher to discuss important issues. • The school website provides information for parents. <p>*The school's newsletter is e-mailed to parents, but paper copies are also available in the reception area.</p> <p>*Text messaging is an additional means of communication which the school uses for reminders and general information sharing.</p> <ul style="list-style-type: none"> • Breakfast club and after school club are available to provide childcare from 8.00am until 6.00pm. | <ul style="list-style-type: none"> • Phonics evenings for KS1 parents/carers. | <p>meetings, termly learning passport reviews and annual reviews.</p> <ul style="list-style-type: none"> • All documentation is presented in a format that is accessible to individual parents/carers. • Parents/carers are informed when their child moves onto to or off the SEN record of need. • Parents are encouraged to support their child's need at home through daily reading etc. • Family support workers can be accessed if school and parents/carers feel it is appropriate <p>*Some children benefit from a home/school book.</p> <p>*The school can offer attendance support meetings.</p> <p>*We work very closely with our speech and language therapist who assesses children regularly in school and then presides over the learning passport review.</p> <p>*If only two agencies (school and one other) are supporting a pupil then the school can operate progress review meetings or if a child does not meet the threshold for Early Support TAC support.</p> |
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3. The curriculum

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| <p>Whole school approaches. The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils. • All pupils, regardless of ability and/or additional needs, have full access to the curriculum. • The whole school uses a dyslexia friendly approach to learning. • Through our rigorous tracking we identify pupils who need additional support/specific intervention. <p>*We have invested in our outdoor area and continue to do so as it forms an integral part of our curriculum at Parc Eglos School. For instance, our woodland area is a popular setting for maths, English and science lessons.</p> | <ul style="list-style-type: none"> • Careful analysis of pupil tracking means that we can offer very precise intervention programmes. These will be for children who need additional support in order to close the attainment gap or for those who are looking to be boosted to level beyond national expectations. • The progress of pupils in intervention groups is measured regularly and monitored by the assessment co-ordinators, INCO and the senior leadership team. | <ul style="list-style-type: none"> • Children with additional needs are able to access the curriculum, sometimes with adult support and sometimes independently. • All children, regardless of ability or need, are included in all school activities, extra-curricular clubs and school trips. • In exceptional circumstances adaptations to the curriculum can be made to support specific individual needs. This must be agreed by all those involved. |
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4. Teaching and learning

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| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
| <ul style="list-style-type: none"> • All lessons are planned by teachers and include clear learning objectives, precise success criteria, cater for different learning styles and contain differentiated activities. • When children work it can be independently, | <ul style="list-style-type: none"> • Teachers and TAs work with small groups and can offer a range of interventions, both bespoke and from recognised materials. The latter includes (but this is by no means an exhaustive list): | <ul style="list-style-type: none"> • Children on the record of need are provided with personalised programmes of support where necessary so that they can access the curriculum. • One-to-one support can be put in place |

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| <p>in ability groups, friendship groups or other permutations. A variety of these approaches is employed.</p> <ul style="list-style-type: none"> • Children are encouraged to review their own work and sometimes that of a friend. They participate in making corrections/alterations in green (for growth) and highlight those sections of their work which they believe to be effective/meeting the learning objective in pink (tickled pink). • All teachers adhere to the school's marking policy and children are aware of the 'rules of marking'. • Each class has a TA who works alongside the teacher during core subjects and ensures that all pupils can access the activities to advance their learning. | <ul style="list-style-type: none"> *Accelaread, Accelawrite *Nessy (computerised dyslexia/spelling support) *Write from the Start *Early maths support for pairs (based on numbers counts) *Speech and language support for pairs or small groups working on speech sounds, word finding et cetera *Clicker 6 *Gifted and talented maths (with other children from our Co-operative Trust schools) | <p>for pupils who require more intensive support above and beyond what is available in the classroom but often this will take place within the classroom, sometimes it will be additional, at another time or place. For instance we have experience of supporting children with autism, dyslexia and speech and language difficulties in this way.</p> <ul style="list-style-type: none"> • We work very closely with a range of outside agencies whose advice on teaching and learning for individuals on our record of need is often sought. For instance the educational psychologist, the speech and language therapist and the occupational therapist. . *Special arrangements for formal tests can be sought if it is agreed that this would benefit individual pupils. *We have assessment tools available to us which we can use to determine a child's level of ability across a range of different skill areas. For instance we regularly assess individual children using Lucid's cognitive profiling system; the dyslexia screening test; the wide ranging intelligence test and the Boxhall assessment tool. The results of these assessments are then used to inform target setting and planning. *Outside agencies will also use their own assessments. |
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5. Self-help skills and independence

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| <p>Whole school approaches The universal offer to all children and YP</p> | <p>Additional, targeted support and provision</p> | <p>Specialist, individualised support and provision</p> |
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| <p>*Children are able to access a range of resources within each classroom.</p> <p>*The school promotes a multi-sensory approach to learning. For instance it subscribes to the Talk for Writing philosophy in literacy.</p> <p>*Discovery Maths and Discovery Science are approaches which encourage the children to work collaboratively and independently to solve problems with an emphasis on resilience and resourcefulness.</p> <p>*The school offers a range of clubs which promote self-help and independence outside the daily timetable.</p> <p>*'The Building Learning Power' (BLP) philosophy is central to all of our learning at Parc Eglos School. As well as focussing on being resilient and resourceful learners other skills are being developed all the time. For instance readiness to learn. All children from Y1 upwards recognise the language of BLP and apply it to their work and more broadly.</p> <p>*From September 2017 we have been embracing the Virtues Project which complements and enhances the PSHE programmes we already delivered.</p> | <p>*We are a very supportive and caring school and recognise that this support sometimes must be targeted at children who struggle to be independent. All of our staff are committed to fostering these self-help and independence skills, especially when pupils or groups of pupils find independent work particularly challenging.</p> <p>*Visual timetables are a feature of many classrooms. Many of our additional resources which are of benefit to children with specific learning needs (dyslexia or autism) are, we recognise, beneficial to all pupils on some level. For instance role play areas and writing frames.</p> <p>*Playground Pals (Y6 children) and a Play Leader have the responsibility of helping younger children to use their playtime to good effect. Sometimes children find it hard to join games or initiate them and this is aim of these playground based initiatives.</p> <p>*We currently offer a nurture group which runs twice a week and for two hours at a time. The aim of this intervention is to provide the children involved with opportunities to work collaboratively and to further take down the barriers they may have to learning.</p> <p>*In 2018 we introduced a puppy to school (Hattie the labradoodle) and it is her role to be a friend to the children. In pairs children can take her for dog walks with an adult or can spend a quiet ten minutes in her company.</p> | <p>There are a range of strategies and resources which we employ in order to ensure that individuals are supported in becoming more independent and able to help themselves:</p> <p>*We work closely with parents/carers (sometimes using a daily communication book) to ensure that targets are achievable and remain at the forefront of everyone's thinking, including the child's.</p> <p>*We work closely with outside agencies who will offer guidance on facilitating independent learning/skills – this may include a focus on life skills where appropriate.</p> <p>*We are experienced in drafting individual timetables/visual timetables/spot timers/using prompts/pre teach methods – all of which can enable individuals to take a more active role in their own learning and personal development.</p> <p>*We have members of staff who can focus, one to one, helping children to develop their skills of independence.</p> |




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| | How we look after our planet and our animals is relevant when we learn about how to look after ourselves. | |
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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  |
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| <p>*At Parc Eglos we exercise an holistic approach to the education of all our children. If children are going to reach their potential academically, socially and emotionally then it's important that they are the happiest and healthiest that they can be too.</p> <p>*We want our children to feel that they are an important part of something special at Parc Eglos and that their contributions are valued – therefore we offer all children the chance to participate and share. This can be within lessons, in extracurricular clubs, tournaments, competitions and show pieces or a child's achievements outside school can be recognised in classrooms and weekly celebration assemblies.</p> <p>*We place our children's safety as our highest priority. We do this in the following way: *Many staff are First Aid and Team Teach trained</p> | <p>*Our pastoral support team (as mentioned earlier) will support those children who have anxieties about their learning or other matters.</p> | <p>*Children with specific medical needs (such as diabetes or epilepsy) are ably supported throughout each day in accordance with advice from parents/carers and medical professionals.</p> <p>*Similarly, if children require individual healthcare plans then these are drafted with the support of parents/carers and a member of the school nursing team.</p> <p>*Early Support TAC meetings are initiated if it is agreed that such a package will be of benefit to children and families. The school has experience of providing the lead professional at these multi-agency meetings.</p> <p>*In our constant drive to promote the health and well-being of our pupils at Parc Eglos we have developed strong working relationships with the following agencies: *CAMHS (child and adolescent mental health service) *educational psychology service</p> |

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| <p>*Health and safety governors regularly assess the safety of our buildings and outdoor areas to ensure that they are safe and secure</p> <p>*All staff, trainees and volunteers and given a child protection and safeguarding induction and all staff receive regular updates in line with Cornwall County stipulations</p> <p>*We support initiatives such as Heart Start</p> <p>*There are many opportunities to participate in sporting activities at Parc Eglos. As well as clubs we regularly play two teams in football tournaments (organising the larger schools league ourselves), the cross country meetings are well attended and in the summer athletics and cricket feature on the programme of sports on offer. We also maintain our own swimming pool and all children have the opportunity to swim once a week and to take part in galas locally.</p> <p>*Our SENCO is available to support staff, children and parents with any queries they may have and the wider SEN Team offer additional avenues of support.</p> <p>*SRE (sex and relationships education) is taught over a sequence of three lessons once a year using The Christopher Winter Project. This is for Y2 upwards.</p> <p>*E-safety support is offered to children through ICT and PSHE sessions.</p> | | <ul style="list-style-type: none"> *speech and language therapist *school nurse *Penhaligon's Friends *Barnardo's *FIS (family information service) including family support workers *physiotherapists *nurses specialising in diabetes, epilepsy, continence... *paediatricians *clinical psychology service *audiology services *visual impairment services *autism team *occupational therapy service *social care team *CHALK (Counselling Helston and Lizard Kids) |
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7. Social Interaction opportunities


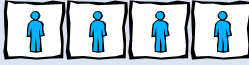

| Whole school approaches The universal offer to all children and YP  | Additional, targeted support and provision  | Specialist, individualised support and provision  |
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| <ul style="list-style-type: none"> *All children are in a named class with a named teacher and all teachers are responsible for the planning, learning and assessment of all the pupils in their class. *All pupils are in one of our four house groups: Davy, Trevithick, Trengrouse or Kingsley. *All children have the opportunity to take part in trips and visits. *All KS2 children will have the opportunity to take part in a residential visit. *All children in foundation have access to a Time to Talk *BLP – learning relationships and social interactions are covered by focussing on this aspect of building learning powers *Taking part in team games (extra curricular clubs) helps children to develop their interactions skills | <ul style="list-style-type: none"> *Year 6 children are Playground Pals *Year 5 pupils have buddies in the foundation stage *Older children are given the chance to share their learning and to peer teach younger children which reinforces their own learning, builds relationships and develops skills in the younger children All Y6 children are given the chance to take part in a year long, team building after-school club *All Y6 children have an adult mentor in school who offers another avenue of interaction and can support with wider social interaction concerns a child may have *Nurture group is particularly focussed on providing children with these opportunities. *We currently run two Lego clubs – these use Lego therapeutically to give children the opportunities to work co-operatively in groups on a Lego building project. | <ul style="list-style-type: none"> *The school uses a range of proven resources to support pupils who need help with interaction such as Socially Speaking or Talkabout. *One-to-one pastoral support may be offered to children who need a focussed and concentrated development of these skills. We also have a specialist teacher responsible for pastoral support. |

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>  |
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| <p>*All areas of Parc Eglos School can be accessed by pupils and visitors with the help of ramps and chair lifts</p> <p>*The children feel safe and are trusted to move about the school and the outdoor area as guided by their class teachers and senior leaders.</p> <p>*The school acknowledges that bullying can and does happen and any incidents that occur within this school are dealt with immediately. We take every opportunity to promote positive relationships on a daily basis.</p> <p>*We have two, named designated safeguarding leads on the staff.</p> <p>*We use our outdoor area for play and learning as often as we can and encourage suitable clothing be worn so that the weather is not an obstacle to our achievements.</p> <p>*Rewards and sanctions are clear throughout the school and adhered to in every classroom.</p> <p>*Achievements and good behaviour are rewarded and pupils of the week are celebrated every Friday.</p> | | <p>*Disabled parking, toilets and access on site.</p> <p>*Support is offered to children who need medication and any waste is carefully disposed of (e.g. sharps for diabetic children).</p> |

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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>  |
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| <p>*Smooth transitions between year groups are important to us and in the summer term a series of transition sessions (where pupils and parents meet and learn with the next year's teacher) are timetabled. *Class teachers meet to share information about all pupils at transition.</p> | <p>*Groups of children who need additional transition support can be targeted within Parc Eglos and/or supported by the secondary school.</p> | <p>*Class teachers give specific time to discuss pupils on the record of need at transition between year groups. *All Y6 pupils on the record of need have the opportunity (with their parents) to meet the SENCO from the secondary school they will be attending in the following September. *Autistic children moving onto the secondary schools will be supported by our autism champion (AC). At schools where there is an AC or autism team she will link up with them or the SENCO. *Learning programmes are created to ease transition if this is decided. *Parc Eglos SENCO and child protection officer from secondary schools will meet to discuss all vulnerable children and all children on the record of need who are transferring.</p> |

10. The SEND experience of our staff

| STAFF MEMBER | ROLE | EXPERIENCE AND AREA OF SPECIALISM |
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| Christopher Powley | SENCO | Mr Powley has been the SENCO at Parc Eglos since 2005 and a teacher in the school since 2003. His role encompasses special needs support, safeguarding and child protection and pupil health and well-being. He also delivers training to governors and trainee teachers on SEND and safeguarding and child protection, as well as teaching on Worcester University's foundation degree on these and other subjects. He also supports School Direct trainees within school and across Cornwall. |
| Tony Flint | SEN TA/pastoral support/attendance | Mr Flint has worked as a teaching assistant at Parc Eglos for nearly twelve years. He is currently Mr Powley's cover with responsibility for safeguarding and child protection. He also supports with SEND administration and provides pastoral support. |
| Anthea Martin | autism champion | Mrs Martin has completed her training with Andrew Mercer (ASD advisor). She is able to support children in the school who have a diagnosis of autism as well as offering advice to parents and colleagues who wish to employ strategies that are considered autism friendly at home or in the classroom. Her role is also crucial when planning for the transition of pupils with ASD. Pastoral support is also part of Mrs Martin's brief as well as helping children with mental health needs. |
| Kate Middleton | specialist TA for speech and language (speech and language champion) | Mrs Middleton has been in this role for over six years and in addition to completing several courses she continues to work very closely with the school's speech and language therapist, Jenny Paramor. Mrs Middleton takes small groups of children or individuals for intensive work on a range of activities including speech sounds, word finding and comprehension. |
| Paula Smith | early reading support TA | Six years ago Miss Smith was trained in early reading support by Mrs Heather Gilbert who had taught Reading Recovery methods at Parc Eglos for three years. Miss Smith leads a one to one reading and writing programme each day and over twenty weeks with targeted children. In addition to this she supports older children with reading throughout the school. She also delivers reading support for older children too. |
| Lesley Flint | Mental health champion | Mrs Flint has been a teaching assistant at Parc Eglos School for ten years. She currently works with children on a one to one basis or in small groups. She is a key member of our pastoral support team. She devotes her time in school to working alongside children who may have a range of needs including anxiety, phobias, communication difficulties, anger or have recently suffered a loss. This year she will also be delivering Draw and Talk and Lego Therapy Club. |

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| Bee Pellow | Mental health champion | Mrs Pellow has worked at Parc Eglos School for many years and has recently completed a range of training courses from Healthy Cornwall and the educational psychology service so that she can support children's mental health needs in school. |
| Mrs Trish Monks | SEND TA/HMS Heroes/Nurture group leader | Mrs Monks is heavily involved in working with young people within Parc Eglos. She leads a team of two who support the children of Naval personnel and she plans and delivers the school's nurture group. |
| Mrs Julia Williams | Fun Fit leader | As well as representing all teaching assistants on the school's senior leadership team, Mrs Williams has responsibility for leading Fun Fit sessions in school four mornings a week. This is a programme that helps to develop children's co-ordination skills. |
| Mrs Sarah Curnow | dyslexia screening support | Mrs Curnow teaches in Year 4. She also has an interest in dyslexia and has, for some time, been able to provide children and parents with advice on what it means to be a dyslexic learner. Mrs Curnow is also qualified to administer the dyslexia screening test. |

11. Services and organisations that we work with (this is by no means an exhaustive list as we aim to work closely with any organisation who can support the children at Parc Eglos School):

| Service/organisation | What they do in brief | Contact details |
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| 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. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services | <p>•A free telephone advice line (01872 32288) for parents, carers and young people on Wednesday afternoon from 2.00 pm - 5.00 pm during term time</p> <p>Educational Psychology Service Cornwall Council Dolcoath Avenue Camborne Cornwall TR14 8XS</p> |

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| <p>Speech and language service</p> | <p>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.</p> | <p>Contact the Speech and Language Therapy Service on:</p> <p>Telephone: 01208 834488</p> <p>Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro Tr1 2JA</p> |
| <p>School nurse service</p> | <p>School nurses provides community health services to children and young people and mental health and learning disability services to people of all ages.</p> | <p>Helston Health Centre Trenrouse Way Helston TR13 8AX 01326 430300</p> |
| <p>Penhaligon's Friends</p> | <p>They are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. We offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.</p> | <p>Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth, TR15 1LU</p> <p>01209 210624 or 01209 215889</p> |
| <p>Family support</p> | <p>Family Support - can help you with...</p> <ul style="list-style-type: none"> •Bedtime routines •Mealtime routines •Advice on getting ready for school | <p>Accessed via the FIS (family information support) directory:</p> <p>www.cornwallfisdirectory.org.uk</p> |

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| | <ul style="list-style-type: none"> •Understanding your child's behaviour and how to respond •Point you in the right direction for housing, benefit and debt advice •Information about work or training <p>The service helps you tackle the things that are problems for you; sometimes they introduce you to other professionals with the expertise to better meet your needs.</p> | |
| Social care and FIS (family information service) | <p>The Family Information Service Directory from the Family Information Service is the main signposting and information service for the whole of Cornwall, for parents and carers of children and young people aged 0 to 20 or 25 if they have additional needs.</p> <p>The directory has information on things including leisure activities, activities for under 5s, childcare, health and wellbeing, money matters, staying safe and more.</p> | www.cornwallfisdirectory.org.uk |
| Child health services (comprising paediatrics, occupational therapy and physiotherapy) | | <p>Child Health Department Pendragon House Gloweth Truro Cornwall TR1 3XQ</p> |

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| | | 01872 254532 |
| Child and Adolescent Mental Health Service | Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18. | Enquiries: contact the Children's Services Care Management Centre on: Tel: 01872 221400 |
| Assessment and provision team | The SEN A-P Team is responsible for carrying out the process of Statutory Assessment and maintaining statements for children with Special Educational Needs. They provide advice and guidance to ensure a child's special educational need is appropriately identified and met. | SEN Assessment and Provision Team 3rd floor, West Wing New County Hall Truro Cornwall TR1 3AY 01872 324242 |
| Dyslexia support service and Cornwall Dyslexia Association | The aim of the Cornwall Dyslexia Association is to support the needs of dyslexic children and young people in education and adults in the workplace. To achieve this we raise public and professional awareness of dyslexia and campaign for appropriate provision for dyslexics in local schools and colleges, and appropriate support in the employment sector. | www.cornwalldyslexia.org.uk |
| Autism support service | The Autism Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse | Autism Spectrum Advisor (west Cornwall) Telephone: 01736 336819 |

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| | practitioner, educational psychologists and Autism Spectrum Team workers. | |
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12. If you wish to complain

Please address a letter to the head teacher, Mr Brett Dye, at: Parc Eglos School, Helston, Cornwall, TR13 8UP

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

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

Answers to Frequently asked Questions

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

Ongoing staff training ensures that teachers and teaching assistants are able to use their professional judgement to identify when a child needs a targeted intervention. Close monitoring of pupil progress, using the school's tracking system, highlights pupils who are not making rapid, sustained progress. Similarly, pastoral support systems and PSHE programmes help us to identify additional social, emotional and mental health needs.

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

The school operates an open door policy which encourages close working partnerships with parents. In the first instance a parent/carer's point of contact would be their child's class teacher who would then liaise with the SEND team. We work in partnership with parents/carers in every step of the process.

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

We understand that central to the progress and development of any child's learning is the child themselves. We have adopted Professor Guy Claxton's Building Learning Power programme (http://www.buildinglearningpower.co.uk/what_it_is.html), which builds on the characteristics of learning aspect of the Early Years Foundation Stage, to encourage children to take an active role in their own learning, building skills such as resilience and readiness to learn. Supporting children with their learning is a shared process between, child, parents and the school. Each class teacher has an overall view of pupil progress in their class supported by the SEND team where appropriate.

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

All teaching is planned for all children using the EYFS (in foundation) and The National Curriculum across key stages 1 and 2. If a child is identified as having special educational needs which require additional targets being put in place we write a learning passport in consultation with the child and external agencies where appropriate. Learning passports are reviewed termly with all parties present, where possible.

5. How do school staff support me/my child?

We are able to provide children with a range of targeted interventions.

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

Children participate in the setting and review of their own targets and teachers feedback to children (in teaching and learning time) and parents/carers on a regular basis - for instance at termly learning passport review meetings and termly parent/carer consultation meetings.

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

We use a wide range of strategies to involve/support parents in their child's learning (for instance):

- *homework is set regularly which encourages children to practise key skills

- *we facilitate communication with specialist services for example the speech and language service who give clear guidance on how to support children at home

- *the parents/carers of children on the school's record of need

8. What support is there for my child's overall wellbeing?

Parc Eglos School believes in a holistic approach to each child's education. We want our pupils to enjoy all aspects of school life and aim to provide opportunities within the school day and beyond for children to achieve success. Not only do we train our staff in school to identify and support children's social, emotional and mental health needs, we are committed to providing intervention from other professionals who come into school and work with our pupils. CHALK or CAMHS are just two organisations we work with.

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

The safety of each and every child and our staff is of paramount importance to everyone at Parc Eglos School. Our designated safeguarding leads ensure that all aspects of safeguarding and child protection are observed.

All members of staff have a duty of care to all the children in our school.

10. How is my child included in activities outside the classroom including school trips?

No child is excluded from any aspect of school life. Adaptations, where possible, are made and risk assessments carried out accordingly.

11. How accessible is the school environment?

Access to all areas of the school is possible, with ramps, lifts and chair lifts available.

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

*All children visit their new class prior to leaving their current year and spend at least a half day with their new teacher

*All teachers meet to discuss all pupils in detail as part of a carefully planned transition from year to year with an additional meeting held to discuss the needs of children with learning passports

*From year 5 children will have the opportunity to take part in transition sessions up at Helston Community College – these continue to run throughout year 6

*Year 6 children with learning passports will have a transition meeting with the SEND co-ordinator from all local secondary schools

*We can arrange any special visits that parents/teachers may feel are necessary in order to ease transition to secondary school

*We help a child to complete a learning passport if this is considered helpful during transition to secondary school

*All year 6 children have an adult mentor who can help manage any number of issues, including transition.

13. How is the decision made about what type and how much support each pupil receives?

Class teachers, senior leaders, the SENCO and, where appropriate outside agencies, will decide how much support is allocated to a child and what type of support will be required. Ultimately, we want all of our children to make the best possible progress and will make reasonable adjustments to ensure that this happens.

13. Who can I contact for further information?

Christopher Powley is the school's SENCO 01326 572998