



Cusgarne Primary School  
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Head of School: Tim Barnard

## **Cusgarne School's SEN Information Report and Local Offer for pupils with Special Educational Needs and Disability (SEND)**

**July 2018**

At Cusgarne School, we make the most of every moment. We have high expectations and foster an environment where everyone is valued. Our school aims are:

- To provide each child with a high standard of education in a caring and supportive family atmosphere.
- To address the needs of a growing child, where children are respected and valued as individuals.
- To challenge thinking and promote independence that embraces life- long learning skills.
- To help each individual child develop positive attitudes to learning and life through building self- confidence, self- esteem and self- discipline.
- To have strong partnerships with families and communities.

Our local offer for pupils with a special educational need or disability encompasses these aims and in addition, the staff and Governors will ensure:

- We identify and provide for pupils who have a special need including being more able or gifted and talented.
- We work with the pupils and their families to ensure specific needs are known.
- That the necessary provision is made for any pupil who has a special educational need.
- That these needs are made known to all who are likely to work with them.
- That all pupils are valued as part of our school community and adjustments are made wherever practicable so that they can access a full entitlement to the curriculum and school life.

Our Responsible Persons are:

Mr Tim Barnard – Head of School

Mrs Marie Turner - SENDCo

Mrs Sarah Childs – Governor with SEND responsibilities

Contact can be made by telephone, email or letter to the address above.

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

### 1. Listening to and responding to children and young people

<p style="text-align: center;">Whole school approaches The universal offer to all children and YP.</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Detailed planning and objectives for English and Maths with differentiated outcomes for all groups.</li> <li>• Termly opportunities for parents to meet teachers for all pupils.</li> <li>• Suggestion boxes.</li> <li>• An elected School Council who meet regularly.</li> <li>• School Teams.</li> <li>• Learning and response partners.</li> <li>• A Buddy system for all new pupils.</li> <li>• Circle time within year groups and class setting.</li> <li>• Promotion of school values and respect for all so that pupils know they can approach any staff member.</li> <li>• Termly booklets plus weekly timetables displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• As with all of our pupils, SEND pupils have equality across every aspect of school life.</li> <li>• Small intervention groups encourage participation, communication and confidence.</li> <li>• Regular reviews between staff and pupils where feedback is valued.</li> <li>• Working with pupils and other providers, we offer and develop wider opportunities to different styles of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the needs of the pupil.</li> <li>• Pupil's views are an integral part of Team Around the Child (TAC) meetings and SEND reviews.</li> <li>• Pupil's needs are incorporated into personalised curriculums known as Individual Education Plans (IEPs).</li> <li>• Documentation is presented in a format that is accessible to the pupil.</li> <li>• Reviews and discussions following '1:1' work or gifted and talented work.</li> </ul>

## 2. Partnership with parents and carers

<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"> <li>• We work in partnership with all parents and carers as explained in our 'Home School Agreement'.</li> <li>• Termly parent/teacher meetings.</li> <li>• Staff on duty at the start and end of the school day to discuss any worries, concerns or share in successes.</li> <li>• Termly booklets sent home to families and a weekly newsletter published.</li> <li>• We use a reading diary whereby school and parents not only comment on the reading but other notes and matters are brought to each other's attention.</li> <li>• We have a strong family ethos and parents know that they are welcome to discuss any matters of concern.</li> <li>• We have a strong community cohesion and our PTA (Friends of Cusgarne) are valued and provide a much needed social support structure to our rural community.</li> <li>• We encourage volunteers to our school and involve families in our many activities.</li> <li>• We work with and can direct families to the Parent Support Adviser, Family Support Worker, Family Information Service, Educational Welfare Officer, School Nurse and other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend information sessions regarding supporting their children at home or with learning strategies.</li> <li>• Virtual sites such as 'Mathletics' and 'Reading Eggs' are available to support learning at home and are linked via our website.</li> <li>• Parents are able to contact school about any concerns face to face, by phone, by letter or by e-mail.</li> <li>• Awareness made of outside opportunities, which may benefit the social, educational, or skills of the pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are invited to attend all TAC meetings and reviews where their opinions are taken into account.</li> <li>• All documentation is presented in a format that is accessible to parents.</li> <li>• We will feedback and report on a regular basis to parents and carers.</li> <li>• Report on and seek to encourage and engage in additional opportunities to further a skill set or talent.</li> </ul>

### 3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• To deliver the National Curriculum, we access a range of resources that allows us to deliver the Programmes of Study that is broad, balanced, and accessible to all.</li> <li>• We embrace opportunities to use the wider community, locality and environment.</li> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• We value the pupil voice to enhance the curriculum and our activities.</li> <li>• Half-termly data tracking and progress meetings identify pupil progress and plans are made to put into place specific interventions where needed.</li> <li>• Teaching staff regularly monitor and evaluate these interventions to determine next steps.</li> <li>• We have a clear marking and assessment strategy, developed with the pupils to ensure their progress, understanding and areas of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of individual or group work as identified.</li> <li>• The intervention packages are adapted to styles of learning.</li> <li>• Use of learning and response partners aid pupil progress and helps with confidence.</li> <li>• Use of alternative providers to enhance the experience and education opportunities for the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported in accessing all areas of the curriculum regardless of their SEND needs, with adult support where necessary.</li> <li>• Specialist resources are available and used so that access to the subject is not restricted.</li> <li>• Use of network opportunities to develop skills such as gifted and talented workshops or specialist teaching courses.</li> </ul>

#### 4. Teaching and learning

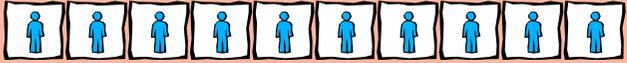
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• In lessons, there is a clear learning objective.</li> <li>• Our teaching and learning provision meets all types of learners (Visual, Auditory and Kinaesthetic).</li> <li>• Differentiated lesson planning to meet the needs of the class, including groups and individuals with opportunities to practice and deepen knowledge and understanding.</li> <li>• Marking and assessment strategy which encourages pupils to respond and their next steps are identified. This includes marking ladders and toolkits developed with the pupils.</li> <li>• We have a variety of working strategies.</li> <li>• Learning walls and displays promote independent learning and celebrate successes.</li> <li>• Well-resourced classrooms and learning materials, including on-line resources such as Mathletics.</li> <li>• The class timetable is available for both pupils and parents.</li> <li>• Termly booklet sent home to each family to explain the topic work for the term and hints on how to support and help at home.</li> <li>• Every class has a teacher plus support staff.</li> <li>• We have agreed school rules and in</li> </ul>	<ul style="list-style-type: none"> <li>• Directed work programmes linked to Maths, Phonics and English.</li> <li>• Small group differentiated work.</li> <li>• Use of IT including I-Pads to improve communication skills.</li> <li>• Extension work to enhance and compliment the learning objective.</li> <li>• We use and review Individual Education Plans (IEPs) to inform targeted work and groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 tuition.</li> <li>• 1:1 support in class.</li> <li>• Specific resources as needed including IT and Toe by Toe.</li> <li>• Diagnostic assessments to inform areas of need.</li> <li>• Awareness of and provision for pupils with visual impairments, hearing difficulties, medical and physical needs. Some of these needs are specific and adjustments are made including where the pupils sits during lessons.</li> <li>• We have a sound field amplified system.</li> <li>• Use of Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and reviews with other agencies as needed; for example, Speech and Language, Educational Psychologist, Occupational Therapists and Autism Specialist.</li> </ul>

<p>addition, each class discuss with the children the sanctions and rewards.</p> <ul style="list-style-type: none"><li>• We have weekly celebration assemblies where we recognise achievements and the teams total their team points for the week.</li><li>• Music is a part of our school life and is available to all pupils. Music lessons for individual instruments are available via the Cornwall Music Service Trust.</li><li>• We participate in many sports and join with other schools for matches and events. We have equality for our pupils across the sporting disciplines and our Sports Premium Funding is reported separately (see our website).</li><li>• Our library is open to all pupils and is well stocked – and well loved – by all of our pupils. A free choice of reading is encouraged to expand a love of reading and knowledge</li></ul>		
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## 5. Self-help skills and independence

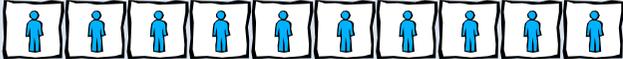
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All pupils are encouraged to develop their independent learning skills.</li> <li>• The appropriate resources are accessible in all classrooms to promote independence.</li> <li>• We operate a 'Buddy' system where new children to the school are paired up with an older pupil. They help them find their way around the school and are a friendly face at break-times and in the lunch hall.</li> <li>• Pupils have learning partners in class so they can discuss ideas and ask each other questions.</li> <li>• The working walls in the classrooms show the key steps in learning.</li> <li>• Each class has a visible timetable so children are aware of the daily routine.</li> <li>• Our school ethos promotes that everyone is valued and that everyone has a voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have resources and personalised equipment to help them learn such as word banks and number squares.</li> <li>• Use of different apps with IT to aid and encourage those with different needs such as communication skills.</li> <li>• Every pupil has the opportunity to identify their next steps in learning and feed into their IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support through a 'buddy' or staff member to help develop skills needed to deal with day-to-day routines. Every small step is praised positively.</li> <li>• Pupils with a medical need know the staff members to approach should they need to speak on a personal matter.</li> <li>• We have a robust medical conditions policy and pupils with a particular need are made known to the adults in the school.</li> </ul>

6. Health, wellbeing and 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"> <li>• All areas of the school are accessible but for obvious reasons some areas are restricted access.</li> <li>• Wheelchair access is available via a ramp into the school building but is limited due to the nature of the corridors in the old part of the school. The playground is set on a slope.</li> <li>• All staff focus on rewarding good behaviour and celebrate successes, which promotes a positive learning environment.</li> <li>• We have magnetic security locks on our external doors and visitor access into the school is restricted. A signing in and out system is in operation.</li> <li>• We take safeguarding seriously. Our staff, volunteers and other providers are all DBS checked and our school staff receive regular child protection training. We have a Designated Child Protection Officer, a deputy and a designated Governor whose responsibility is safeguarding.</li> <li>• The school ethos and school rules are displayed around the school and there are regular discussions in class circle times or assemblies.</li> <li>• We risk assess our activities including all activities or visits that take place away from the school premises.</li> <li>• We use licensed activity providers.</li> <li>• There is at least one first-aider in every class.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialist equipment or resources where appropriate, including use of IT and I-Pads.</li> <li>• Quiet areas are available.</li> <li>• Staff trained in fine/gross motor skills activities such as Fun-Fit.</li> <li>• Buddies and learning partners.</li> <li>• Circle time discussions and PSHE.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound field amplified system.</li> <li>• We make the best use of our limited space and do not leave a child to work in isolation or with an adult who is not DBS checked.</li> <li>• Adjustments are made to where a child sits if they have a particular need such as hearing impairment or visual loss.</li> <li>• Quiet areas are available for specialist activities such as Tacpac.</li> </ul>

<ul style="list-style-type: none"> <li>• Our equipment, including fire systems are checked annually or as directed by the Compliance Officer.</li> <li>• We have outdoor and sporting equipment to suit different needs, including sensory needs and those that develop gross and fine motor skills.</li> <li>• Referrals can be made and/or advice sought from outside agencies including the Educational Welfare Officer, Parent Support Adviser, Educational Psychologist, Occupational Therapists, Speech and Language, Dyslexia Specialist, Autism Specialist, School Nurse, PSCO (for more information, please either speak to the Head of School or refer to the FIS website).</li> </ul>		
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## 7. Social Interaction opportunities and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>All students have opportunities for social interactions at playtimes at lunch times.</p> <p>Mentoring opportunities take place amongst pupils e.g. KS2 having a reading buddy in reception class and playground buddies at playtimes.</p> <p>All students are invited on trips and visits subject to necessary risk assessment.</p> <p>Through the EYFS and key stage one and two, the children enjoy trips to the beach, theatres, cinema and local places of interest.</p>	<p>Sports teams play in local tournaments against other schools.</p> <p>More talented children are encouraged to join clubs held within the community.</p> <p>Children who require emotional support can be referred to CAMHS</p>	<p>Students are individually supported by TA's to enable their attendance at after school clubs or events when appropriate.</p> <p>Meet and greet is available in school when needed.</p> <p>Adults will make themselves available to any child who needs emotional support.</p>

<p>At Cusgarne the children are involved in key stage appropriate celebrations e.g a carol concert, to show achievements and participation in the wider community.</p> <p>The school promotes a positive well-being environment where children are able to access quiet areas within the school when required.</p>		
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### 8. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• EYFS transition is well planned and takes place regularly and progressively. We organise and include our new children throughout the summer term before they join our school.</li> <li>• EYFS teaching staff visit pre-school setting, the home or childminder to aide transition where possible.</li> <li>• We have a 'Stay and Play' group for pre-school children and throughout their time with us, they are invited to our many events such as Sports Day, special assemblies and Christmas events.</li> <li>• There are strong links with the receiving Secondary schools and transition days are</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo and/or the class teacher liaises with Secondary schools and pre-schools to ensure all information is shared before transition.</li> <li>• Continued partnership work with the Secondary schools ensure good relationships and opportunities for Secondary school teachers to come into our school to lead some lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Where necessary, individualised transition programmes are put in place.</li> <li>• Parents meetings to discuss transition and to address any concerns.</li> </ul>

<p>supported. We work with our cluster schools throughout the year so friendships are made.</p> <ul style="list-style-type: none"> <li>• 'Move up' times are arranged in the summer term for pupils to work with their new teacher and get used to their new classroom. As a small school, pupils know the layout of the school and all staff are well known to pupils.</li> <li>• Staff meetings are planned for transition to the next class, discussions take place about particular needs, progress, and new IEP's are written.</li> </ul>		
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### 9. 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> 
<p>National SENDCo Award Safeguarding and wider implications. Designated Children in Care Course Child Protection Paediatric First Aid Headstart Cognition &amp; Learning Tapestry Training Phonics My Concern</p>	<p>Positive Handling strategy Attachment EYFS</p>	<p>Autism Awareness Speech and Language Support Occupational Health Therapy</p>

## 10. Services and organisations that we currently work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
The Educational Psychology Service	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents 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.	Katy Neve Senior Educational Psychologist 01872 323022
The Speech and Language Support Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	01208 834488
Penhaligon's Friends	Cornish charity supporting the bereaved.	<a href="http://www.penthaligonsfriends.com">www.penthaligonsfriends.com</a>
The School Nurse Team	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	Cornwall Partnership NHS Trust Head Office Corporation Road Bodmin PL31 1FB 01208 834600
The Education Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At Cusgarne we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise.	Contact via school office Central office: Sedgemoor Centre Priory Road St. Austell
	The Autism Spectrum Team is a service supporting young people with autism. The Autism	01726223356

ASD Advisory Team	Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.	
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## 11. Pupil progress

We monitor the quality of this provision by regular review each half term by:

- SENDCo and Hub Councillor considering each individual.
- General planning meeting with school EP.
- SEND meeting with each Class Teacher every term.
- Review meeting of IEPs.
- Teacher tracking and monitoring.
- Book scrutinies
- Learning walks
- In house and external moderations

We measure the impact of this provision by:

- Measuring progress and assessment of academic levels.
- Assessment of pupil interaction and engagement with others in social situations.
- Success statements from IEPs.
- Education Health and Care Plans and outcomes
- Will listen to the voice of students and their parents.

## 12. How we know how good our SEN provision is

### **Whole School Approach to Teaching and Learning:**

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

### **Our Graduated Response for Learners:**

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by using ½-term data analysis, teacher/TA referrals and IEP reviews.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support or with an Education, Health and Care Plan (or statement) are on our Record of Need.

### **How we identify children/young people that need additional or different provision:**

- ✓ Class teacher refers to SENDCo – criteria – discussion and completion of cause for concern sheet.
- ✓ Ongoing curriculum assessments – every ½ term
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

### **How we listen to the views of children/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal and formal discussions with pupils	Teachers/TAs/Head of School/ Governors	Circle time, pupil surveys, governor/pupil conferencing.
Parent View	Teachers/Head of School/SENDCo	3x per year parent evenings, review appointments of IEP and IBPs as well as impromptu meetings requested by parent.

Home-School Book	All pupils in the form of a reading record as well as individual diary - if part of an IEP.	Daily for home/school reading record. Individual diary – as individually agreed.
Assess, Plan, Do, Review meetings	Teacher/Head/SENDCo	½ term IEP review meetings.
Pupil opinion	School council, school visits, after school clubs	Planned through each term.
Parent suggestions and ideas	PTA group – Friends of Cusgarne	Regular events and meetings every ½ term.

### **The Assess, Plan, Do, Review Cycle:**

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle is established by Class teacher/SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction – Individual meetings with pupils and pupil/parent together. Individual speech and language interventions run by trained Teaching Assistants.
- ✓ Cognition and Learning – Individual assessment diagnosis through standardised testing process or referral to other agencies. Visits from specialised agencies who are able to advise and support individual pupil needs. Full time 1:1 support. Working within small groups – pre teach as well as within classroom.
- ✓ Social, Emotional and Mental Health – Continued support provided for pupil.
- ✓ Sensory and/or Physical Needs – Sensory areas maintained within class, physical environments changed to meet the needs of individuals. Regular ‘fun-fit’ sessions ran by trained Teaching Assistant.

During the 2017/2018 academic year, we had 6 Children/young people receiving SEND Support and 1 child/young person with an Education, Health and Care Plan.

### **13. If you wish to complain**

Anyone wishing to make a complaint with regard to SEND support and provision should in the first instance discuss with Mr Barnard (Head of School) or Mrs Turner (SENDCo). A referral will be made to the Hub Council via the SEND Hub Councillor at the School Improvement Committee meeting. The complaint should be put into writing in accordance with the school complaints policy, which can be found on the school website.

This year we received 0 complaints with regard to SEND support and provision.

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

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Cusgarne Primary School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are regularly by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

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

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Half-termly progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed.

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

At Cusgarne we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished. Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to

meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for individual speech therapy support.

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

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

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

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

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

At Cusgarne we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

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

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.  
<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

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

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

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

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

11. How is your School Offer reviewed?

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

12. Who can I contact for further information?

The Head of School is Mr Tim Barnard

The SENDCo is Mrs Marie Turner

The Designated Safeguarding Lead in our school is Mr Tim Barnard.

The Designated Children in Care person in our school is Mrs Marie Turner.

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan can be found on our website.

The School Development plan can be found on our website.

Our SEND Policy and Accessibility Plan can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website.

Our SEND Policy and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Thank you for taking the time to read our offer. This document sets out an overall picture of the provision we make at our school but we encourage you to visit Cusgarne School and discuss your child's particular needs. Throughout your child's time at our school, we will use a variety of assessments and monitoring exercises to determine the progress of your child. If any child is not making expected progress then we will investigate further including any barriers, which may be hindering their learning.