

# MOUNT CHARLES SCHOOL

A COMMUNITY PRIMARY SCHOOL FOR CHILDREN AGED 5 - 11

MR. P Willetts  
HEADTEACHER

SENDCo – Miss L Furniss

Contact details: 01726 73911



## Special Educational Needs Report *Our School Offer for Special Educational Needs and Disability (SEND)*




At Mount Charles School we know the importance of providing an accessible curriculum in a happy and supportive environment. Our inclusive, whole school approach identifies and provides for the needs of each individual child. Our staff are committed to ensuring that every child makes the progress required to achieve their true potential and prepare them for their future.

We are proud of the learning opportunities we provide, and enjoy celebrating the success of all children at Mount Charles School. To help us achieve this we have the following aims:






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




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

| <p>Whole school approaches<br/>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>• The views and opinions of all students are valued.</li> <li>• Through the school council the student voice is represented in all aspects of school.</li> <li>• Pupil conferencing is part of our monitoring process to explore children's views and opinions.</li> <li>• Weekly PSHE/ R-time sessions.</li> <li>• Whole school assemblies focus on and re-iterate the Diamond Rules.</li> <li>• Lots of opportunities for partner/group discussion in lessons.</li> <li>• Self-assessment of understanding and difficulty level of a lesson is used in most classes.</li> <li>• Children respond to marking feedback.</li> </ul> | <ul style="list-style-type: none"> <li>• Students with SEND participate in pupil conferencing and share their views on the provision in school and their views are taken into account.</li> <li>• Additional provision is mapped and reviewed.</li> <li>• 'Draw and Talk' or 'Mentoring' sessions are provided for children having difficulties expressing their emotions.</li> <li>• Language passport, Time-out and 'Take 5 Breathing exercise' prompts are used to support communication in situations where children's emotions are high.</li> </ul> | <ul style="list-style-type: none"> <li>• Student views are an integral part of TAC meetings and annual reviews.</li> <li>• Children discuss the targets in their IEP's.</li> </ul> |




## 2. Partnership with parents and carers

| <p>Whole school approaches<br/>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>• The school works in partnership with all parents and carers.</li> <li>• ‘Open door’ policy in place throughout the school.</li> <li>• The parents and carers of all pupils are invited to attend parents’ evenings and receive reports twice a year.</li> <li>• All pupils are sent home with targets 3 times a year.</li> <li>• There is a parents section on the school website for all parents to access.</li> <li>• Fortnightly Newsletters encourage strong communication links.</li> <li>• Termly class newsletters inform parents/carers of the curriculum and activities.</li> <li>• Coffee mornings, activities events and curriculum workshops.</li> </ul> | <ul style="list-style-type: none"> <li>• Parents know who the SENDCO and the Designated Child Protection Officer are.</li> <li>• Parents are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support.</li> <li>• Parents are able to contact the SENDCo – Miss Furniss at any time to arrange a meeting to discuss concerns.</li> <li>• Three wave forms are sent home to parents outlining their child’s provision.</li> <li>• Family Workshops.</li> </ul> | <ul style="list-style-type: none"> <li>• Parents are invited to attend annual reviews and TAC meetings.</li> <li>• IEP’s</li> <li>• Support in accessing outside agencies.</li> </ul> |




### 3. The curriculum

| <p>Whole school approaches.<br/>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>• The curriculum is broad and balanced and designed to allow the inclusion of all students.</li> <li>• All children have curriculum targets to work towards, these are shared with parents.</li> <li>• 'Rapid response' support and intervention put in place as part of daily Assessment for Learning.</li> <li>• School trips take place for all children to enhance the curriculum.</li> <li>• Clearly differentiated planning ensures all children's needs are met.</li> <li>• Imaginative and innovative curriculum planning to engage all learners.</li> <li>• Visual timetables.</li> <li>• Termly class newsletters inform parents/carers of the curriculum and events.</li> </ul> | <ul style="list-style-type: none"> <li>• Where children are identified as needing extra support then additional interventions will be put into place and monitored.</li> <li>• Clearly differentiated planning ensures all children's needs are met.</li> <li>• Imaginative and innovative curriculum planning to engage all learners.</li> <li>• Groups of children may be given extra group support by a teaching assistant within class.</li> <li>• Individualised interventions targeting a child's specific area of need.</li> <li>• Dyslexia Screening to identify specific areas of difficulty.</li> </ul> | <ul style="list-style-type: none"> <li>• Children who have an Education, Health and Care plan or a statement of special educational needs will, at times, have adult support in order to allow them to access the curriculum.</li> <li>• Support from outside agencies is accessed to ensure children can join in with their peers.</li> <li>• Mount Charles has an Area Resource Base (ARB) unit which also provides supportive ideas and strategies to staff to ensure all children can access the curriculum.</li> <li>• Children from the ARB link into their mainstream classes for certain curriculum activities.</li> </ul> |




## 4. Teaching and learning

| <p>Whole school approaches<br/>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 children will have access to quality first teaching from a qualified teacher.</li> <li>• Clearly differentiated planning ensures all children's needs are met.</li> <li>• Imaginative and innovative curriculum planning and a range of teaching styles are used to engage all learners.</li> <li>• 'Rapid response' support and intervention put in place as part of daily Assessment for Learning.</li> <li>• The whole school uses a dyslexia friendly approach to teaching and learning.</li> <li>• All children are given feedback on their learning, with guidance on how to move their learning forward.</li> <li>• A range of resources are available for all children to access.</li> <li>• Alternative ways of recording information are used.</li> <li>• Children use 'toolkits' to help them with their writing.</li> <li>• Word mats and times table mats available for children to use.</li> <li>• An emphasis on outdoor learning – including opportunities for overnight stays in years 3 and 4 and a camp in years 5 and 6.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff work closely together to ensure pupils with additional needs get targeted support.</li> <li>• Children will be placed on a provision map, showing where extra support is needed and what the outcomes of this are.</li> <li>• Children placed in small groups for phonics if needed.</li> <li>• Coloured screens/laminates/pens/paper available for children to use.</li> <li>• Some children will access intervention groups for literacy and numeracy.</li> <li>• ICT programmes such as Clicker 6, Nessy and RM maths.</li> <li>• Dyslexia/memory groups.</li> <li>• Precision teaching</li> <li>• Better Reading Partners (BRP)</li> </ul> | <ul style="list-style-type: none"> <li>• Children will be given an Individual Education Plan (IEP) with targets relating to their statement objectives. This will be shared with parents/carers 3 times a year.</li> <li>• Advice and support from outside agencies in developing targeted individual support.</li> </ul> |

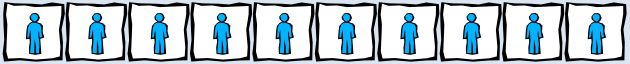
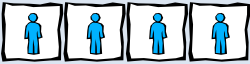

## 5. Self-help skills and independence

| <p>Whole school approaches<br/>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>• Independent learning has been a whole school focus: <ul style="list-style-type: none"> <li>-staff model completing tasks to develop independent thinking skills.</li> <li>-tasks are well differentiated so that pupils can complete them independently.</li> <li>- Resources are available to children to choose from in all classrooms to aid them with their work.</li> <li>- Learning walls in all classrooms encourage self-help skills.</li> <li>- Consistent routines and expectations.</li> </ul> </li> <li>• PSHE/R-time sessions to encourage independence.</li> <li>• Behaviour policy and strategies for children to make the right choice.</li> <li>• KS2 overnight stays offered to all pupils.</li> <li>• Pupils self-assess their learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Children have personalised equipment such as talking tins, overlays and timers to help them to develop their independent learning.</li> <li>• Group interventions to develop self-help and independence skills.</li> <li>• ‘Draw and Talk’ or ‘Mentoring’ programmes encourages children to recognise and communicate their emotions.</li> <li>• Language passport, Time-out and ‘Take 5 Breathing exercise’ prompts are used to support communication in situations where children’s emotions are high.</li> </ul> | <ul style="list-style-type: none"> <li>• Personalised visual timetables.</li> <li>• Personalised task boards.</li> <li>• One to one support assistants ensure the development of independence skills.</li> <li>• Communication aids e.g. PECS.</li> <li>• Advice sought from outside agencies where necessary.</li> </ul> |

## 6. Health, wellbeing and emotional support




| <p>Whole school approaches<br/>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 children feel heard and valued within the school environment.</li> <li>• Whole school, clear, expectations of behaviour, with consistent rewards and consequences.</li> <li>• Positive whole school learning environment with tasks differentiated to provide challenge and success.</li> <li>• Weekly assembly focus' and PSHE/R-time sessions.</li> <li>• Wide variety of after school clubs on offer.</li> <li>• Healthy school status – water only in classrooms and healthy snack at playtime – fruit is provided for all children in foundation stage and Key Stage 1.</li> <li>• Year 5 are invited to take part in Bikeability sessions.</li> <li>• Safety talks are provided by the Fire-brigade, coastguard, Hazard Alley and other services.</li> <li>• There is a named Designated Safeguarding Lead (Mr Willetts).</li> <li>• Key staff are first aid trained.</li> </ul> | <ul style="list-style-type: none"> <li>• Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions.</li> <li>• Fun fit</li> <li>• Quiet club at lunchtime</li> <li>• Learning Mentor in school who will work with children on an occasional or regular basis who are experiencing emotional difficulties, sometimes using 'Draw and Talk'.</li> <li>• Social stories are used to develop understanding of social situations.</li> </ul> | <ul style="list-style-type: none"> <li>• TACs and annual reviews are supported by a range of agencies where appropriate.</li> <li>• Students with specific medical issues have an individual health care plan.</li> <li>• 1:1 sessions with our learning mentor to support children with emotional and behavioural difficulties.</li> <li>• Referrals can be made to the school nurse, Educational Psychologist, Penhaligan's friends, CLEAR counselling, Social Care through the SENDCo. Please see the school website for more information. (Parents' Pages)</li> <li>• Involvement of Child and Adolescent Mental Health Service (CAMHS.) Referrals can be made through school for children who are experiencing more serious emotional difficulties where other interventions haven't been successful.</li> </ul> |

## 7. Social interaction and communication opportunities




| <p>Whole school approaches<br/>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>• Group and partner work is used often in all classes.</li> <li>• Our curriculum is planned to develop skills such as working together, communicating with others and independent learning.</li> <li>• School counsellors play an active role in gaining information from their peers and presenting it to the counsel. They also have opportunities to present to the whole school in assemblies.</li> <li>• All pupils attend and take part in Harvest festival, Christmas Performance (KS1), Carol service (KS2), Easter service, sports days, sponsored walks, etc.</li> <li>• All children have enriching school trips/visits and the opportunity to attend and overnight stay (KS2).</li> <li>• KS2 are encouraged to take part in sports events that are part of the area cluster and some teams have attended the County School Games.</li> </ul> | <ul style="list-style-type: none"> <li>• Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions.</li> <li>• Fun fit</li> <li>• ‘Draw and Talk’ and ‘Mentoring’ sessions support children in accessing social interactions and communication opportunities.</li> <li>• Social stories are used to develop understanding of social situations.</li> <li>• Huff and puff activities at lunchtime.</li> <li>• Quiet club at lunchtime.</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching assistants in the playground at lunchtime encourage participation in activities such as Huff and Puff or Quiet club to facilitate social interaction for children who find this tricky.</li> <li>• Children are encouraged to attend clubs, disco’s, overnight stays etc.</li> <li>• Reasonable adjustments are made to activities to ensure participation of all pupils.</li> </ul> |






## 8. The physical environment (accessibility, safety and positive learning environment).

| <p>Whole school approaches<br/>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>• There is ramp access to the school. The school library is only accessible by stairs.</li> <li>• Furniture and resources are the appropriate size and height to allow all children to access them.</li> <li>• Portable devices such as iPads and laptops provide a range of recording methods.</li> <li>• There are clear expectations for behaviour.</li> <li>• Weekly assemblies and PSHE/R-time sessions promote positive, safe behaviours.</li> <li>• The school's 'Diamond Rules' create a positive learning environment throughout the whole school.</li> <li>• Anti-bullying policy in place.</li> <li>• There is a Designated Safeguarding Lead (Mr Willetts).</li> <li>• All areas of the school are safe and promote positive learning.</li> </ul> | <ul style="list-style-type: none"> <li>• There are quiet spaces or focussed activities to support children during lunchtimes.</li> <li>• Fun fit develops all aspects of physical development as well as supporting mental wellbeing.</li> <li>• There are named adults who are 'Team Teach' trained.</li> </ul> | <ul style="list-style-type: none"> <li>• Provision of specialist equipment, e.g. writing slopes, sensory toys and room.</li> <li>• There is a disabled toilet with a hoist of needed.</li> <li>• If needed children have individual risk assessments.</li> </ul> |

## 9. Transition from year to year and setting to setting

| <p>Whole school approaches<br/>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>• Extensive transition for new intake Reception children: <ul style="list-style-type: none"> <li>-teachers and teaching assistants visit them in their pre-school setting.</li> <li>- 6 sessions allow them to visit their new class in the Summer term.</li> <li>-teachers and teaching assistants carry out home visits.</li> <li>-staggered start in September.</li> </ul> </li> <li>• All children get to spend a session with their new teacher prior to the summer holidays.</li> <li>• Open evening held in July where parents can meet their child's new teacher and see the new classroom.</li> <li>• Transition meetings are held between the staff to pass on information about each child.</li> <li>• Assessment and tracking information is passed between teachers.</li> <li>• Strong links with the local secondary schools with open days, open evenings, meetings with the Head of Year etc carried out throughout Year 6.</li> <li>• Cluster sport events enable children to visit secondary settings.</li> <li>• Pupils new to the school are able to tour the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-school SENDCo and Miss Furniss meet to transfer information.</li> <li>• Miss Furniss meets with the Secondary SENDCo's to transfer information.</li> <li>• Children with SEND are given the chance to spend an extra day at their chosen secondary school.</li> <li>• Year 6 transition group runs for children who are more vulnerable during the transition, by the learning mentor and Year 6 TA.</li> </ul> | <ul style="list-style-type: none"> <li>• Transition books for children to look at over the summer holidays.</li> <li>• Additional visits to the secondary setting, with a teaching assistant if necessary.</li> <li>• Advice sought from other agencies regarding the transition process.</li> <li>• Advice given to parents regarding secondary placements/choices.</li> </ul> |

## 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"> <li>• Miss Furniss is completing the National Award for Special Education Needs Co-ordinators to allow her to support children, staff and parents.</li> <li>• SENCo Network meetings attended by the SENDCo each term.</li> <li>• 'Raising achievement of disadvantaged pupils' 16.10.15 attended by Deputy Head and SENDCo.</li> <li>• Monthly training for Teaching Assistants by SENDCo and Assistant Head.</li> <li>• 'Effective use of Teaching Assitants' 15.09.15 attended by SENDCo and ARB SENDCo.</li> <li>• 'Effective questioning' 24.11.15 attended by two teaching assistants</li> <li>• Half termly training for LSA's by LSA Lead and SENDCo.</li> <li>• Opportunities for curriculum leads to attend relevant conferences and courses and feedback to the rest of the staff.</li> <li>• Staff inset, weekly staff meetings.</li> </ul> | <ul style="list-style-type: none"> <li>• Miss Furniss is completing the National Award for Special Education Needs Co-ordinators to allow her to support children, staff and parents.</li> <li>• 'Draw and Talk' training received by the Learning Mentor.</li> <li>• Opportunities for staff to attend training specific to an area of identified need.</li> </ul> | <ul style="list-style-type: none"> <li>• Miss Furniss is completing the National Award for Special Education Needs Co-ordinators to allow her to support children, staff and parents.</li> <li>• 'Supporting children with complex communication needs' 21.1.15 and 11.11.15 attended by SENDCo and Reception TA.</li> <li>• Opportunities for staff to attend training specific to an area of identified need.</li> </ul> |

## 11. Services and organisations that we work with:

| Service/organisation           | What they do in brief  | Contact details  |
|--------------------------------|--|--|
| Autistic Spectrum Team         | Provide support and strategies to pupils, staff and families for children with ASD.  | Sarah Foden<br>01872 323052  |
| Behaviour Support Service      | Provide support and strategies to pupils, staff and families for children with challenging behavioural. They can also signpost/refer to other relevant agencies.   | Referrals must be made by the school.<br>Nick Price<br>01726 223414  |
| CAMHS                          | The service helps children and young people deal with emotional, behavioural or mental health issues.  | A referral can be done by the family, School or School Nurse.<br>01872 221400  |
| CLEAR counselling service      | CLEAR enables children and young people having experienced an abusive relationship(s) to flourish within a therapeutic setting.  | Simon Carpenter<br>01872 540366  |
| Dyslexia Support Service       | Provide support and strategies to pupils, staff and families for children with Dyslexia.   | Jane Trapmore<br>01579 345650  |
| Early Help Hub                 | The Early Help Hub is the single point of contact for council and community health Early Help services for children in Cornwall. It provides information, advice and guidance, as well as access to Early Help services.   | 01872 322277<br>Monday to Thursday, 8.45am to 5.15pm and<br>8.45am to 4.45pm on Fridays  |
| Early Support Team             | Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.  | Crin Whelan<br>01872 323329  |
| Educational Psychology Service | The Educational Psychologist works closely with the SENDCo covering a range of work such as observing children, supporting staff in school working with specific children and working closely with the SENDCo on a range of matters. Children have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home. | Referrals can only be made through school. However, there is a <b>telephone advice line</b> - 01872 322888 that is open on <b>Wednesdays between 2:00 and 5:00 pm.</b> |
| Equality and Diversity Service | Promote inclusion and celebrate diversity through training, guidance and support. They can act as a pupil advocate.  | Adreana Carter<br>01872 322972   |

|                                     |  |   |
|-------------------------------------|--|---|
| Family Support workers              | Provide support to families with behaviour management, finances, housing, parenting programmes and signposting to other agencies.  | Ness Little<br>01872 322972   |
| Hearing Support Service             | Provide support and strategies to pupils, staff and families for children with hearing impairments.  | Beverley Vann<br>01726 63803  |
| Paediatrician                       | Assess the needs of children with SEND. Provide support and advice.  | Dr Murty/Dr Lewis<br>01872 254516   |
| Parenting Support                   | Provide free groups and training/workshops for parents/carers/families.  | Lorna Searle<br>01726 824974  |
| Penhaligon's Friends                | Provide bereavement support for children, young people and their parents and carers.   | 01209 210624  |
| School Nurse Team                   | Provide support to schools for children with specific health needs. Signpost to other agencies.  | Marie Blackbeard  |
| SEN Assessment and Provision Team   | Carry out the process of Statutory Assessment and maintain Statements/EHCPs. Provide advice and guidance to ensure a child's needs are being met appropriately.  | Jenni Trewhella<br>01872 322417   |
| Speech and Language Therapy Service | Provide support and strategies to pupils, staff and families for children with delay in learning to talk, speech sound production difficulties, learning difficulties, cleft palate, stammering, selective mutism, autism, hearing impairment and physical disabilities. | Referrals can be made through the school.<br><br>Sarah Newing<br>01726 873033 |
| Social Care                         | Work with families to ensure all children's needs are met.   | MARU<br>0300 1234 101   |
| Vision Support Service              | Provide support and strategies to pupils, staff and families for children with visual impairments.   | Theresa Maunder<br>01579 341335   |

More detailed information about each service, as well as additional services can be found on Cornwall's local offer which can be accessed online by searching:

"Care and Support in Cornwall Local Offer"

## 12. Pupil progress

We use a variety of strategies to assess and review pupil progress:

- In class, the staff make constant assessments and observations of understanding and this is used to inform the lesson or the lesson the following day.
- Work is marked daily to assess progress and inform planning.
- Children self-assess their work and feedback to the teacher using a Red, Yellow, Green coding system.
- Interventions and additional provision are mapped and reviewed as part of an ongoing process.
- Work is completed 'at a distance' to assess whether information and strategies have been retained.
- Spelling, Reading and Maths assessments completed on a regular basis.
- Foundation Baseline Assessment and Foundation Stage Profile Assessments.
- Year 1 Phonics Assessments
- End of KS1 and KS2 SATs are completed.
- Optional Year 3, 4, and 5 SATs are completed.
- IEP targets and statement/EHCP targets are reviewed.
- Specific assessments for individual needs, e.g Dyslexia screening, RWI assessments.
- Pupil progress meetings with the Head, Deputy Head, Assistant Head, SENDCo.

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

Through all of the above methods of assessment, learning walks, intervention monitoring and pupil conferencing.

## 14. If you wish to complain

At Mount Charles School we work hard to ensure whole school inclusion and support for children with Special Educational Needs. We hope to inspire and encourage them, however, if you are not satisfied with the provision in place for your child please contact the SENDCo, Miss Furniss, in the first instance, then the Headteacher and finally with the chair of governors.

## Answers to Frequently asked Questions

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

Children are assessed at regular intervals during the school year – if a class teacher has concerns about the progress of a child (academically, emotionally or socially) then they will speak to the parents/carers and the SENDCo and action will be decided from there. Parents/carers and the child will be involved in this process.

The school's 'Assess, Plan, Do, Review' process is set out in more detail in the SEN policy.

If you are concerned about your child's progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo – Miss Furniss

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

The class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home.

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

The curriculum will be differentiated to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class. Teachers work hard to develop an exciting and innovative curriculum to allow learning opportunities that will engage and allow access for all children.

4. How will school staff support my child?

This will depend on the needs of your child. It may be through different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow children to work independently. In some instances it may be that support is requested from an outside agency. You should receive a three-wave form from your child's class teacher outlining the support that your child is receiving.

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

Targets for all children are sent home three times a year, your child will receive a school report twice a year and there are parents' evenings and opportunities to meet the teachers during the year. Fortnightly School newsletters will inform you of events and Termly class newsletters will tell you about the activities and curriculum that your child will be learning.

You are also free to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

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

All staff in school are there to ensure that your child is safe and happy in school. We have a positive behaviour strategy with clear rewards and consequences, we use PSHE/R-time activities to reinforce this.

For children who are experiencing emotional difficulties it may be that they can work with our learning mentor Mrs Leggatt. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact her yourself or speak to Miss Furniss about your concerns and she can make a referral for you if necessary.

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

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid – please ensure that the office are made aware of any health needs that your child has. We have rigorous safeguarding procedures in place. There is also secure access to the school.

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

We have a large team of experienced and dedicated teaching assistants who have experience of working with children with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and behavioural and emotional needs. If school staff think it is appropriate then advice from outside agencies can be sought. All class teachers have experience of teaching children with additional needs. The school also has an Area Resource Base (ARB) – this is for children with a statement of educational needs or a Health, Care and Education plan for have more complex needs. A place at the ARB has to be applied for through Cornwall Council.

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

All children will be able to be included in school trips. The exception to this would be if a child's behaviour is a risk to themselves or others, even after all reasonable adjustments have been made.

10. How accessible is the school environment?

There is ramp access to the school and there are disabled toilets. There are stairs to the library, for which there is no other means of access.

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

See Section 9- Transition from Year to Year and setting to setting.

If your child has a statement of special educational needs or an Education, Health and Care plan then this will be discussed at their annual review.



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

Pupil progress meetings are held three times a year. The progress of all children are discussed in these meetings and if any additional support is needed then it will be discussed at these meetings. You will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through twice yearly reports and parents' evenings.

13. Who can I contact for further information?

If you wish to receive a copy of the prospectus or take a tour of the school then, please, contact the School Secretary on 01726 73911. If you wish to find out more about SEN provision then you can arrange to meet with the school's SENDCo – Miss Furniss.

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

Please feel free to talk to Miss Furniss or Mr Willetts if you have any concerns.

15. How is your local offer reviewed?

The school offer will be reviewed at least once a year.