



MOUNT CHARLES SCHOOL



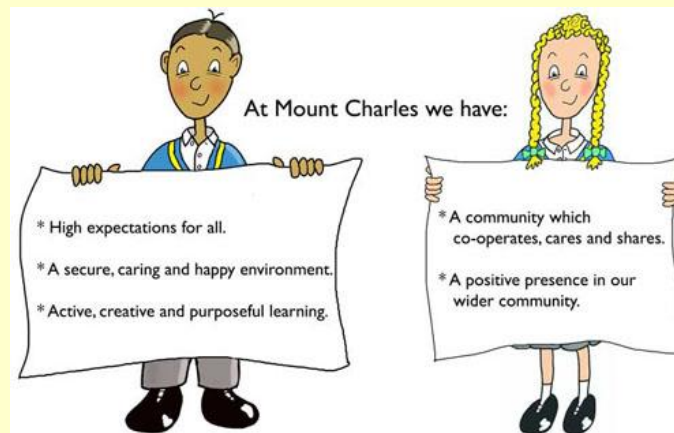
A COMMUNITY PRIMARY SCHOOL
Head teacher - Mrs S Simpson
Inclusion Lead – Mrs L Nancarrow

Contact details: 01726 73911

Our School Offer for Special Educational Needs and Disability (SEND) 2024-2025

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:






We prioritise high-quality provision for all children. This includes removing barriers to learning through: early identification; high-quality, adaptive teaching using a range of strategies and techniques to motivate and engage all pupils; scaffolded, well resourced activities and inspiring learning environments. More specific detail can be found in the rest of this document.

Links to other documents such as our SEND Policy, SEND Information Report, Equality objectives and Accessibility Plan can be found on the SEN page of our website: <https://www.mount-charlessch.org/web/policies/242920>



The levels of support and provision offered by our school

1. Listening to and responding to children and young people

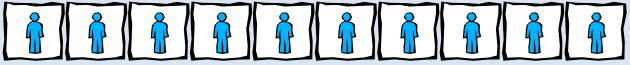
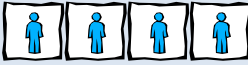

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all students are valued. • Through the school council the student voice is represented in all aspects of school. • Pupil conferencing is part of our monitoring process to explore children's views and opinions. • Weekly PSHE/ Jigsaw sessions. • Whole school assemblies focus on key areas of PSHE, RSE and re-iterate 'LEARN' ladder expectations. • Lots of opportunities for partner/group discussion in lessons. • Self-assessment of understanding and difficulty level of a lesson is used in most classes. • Children respond to marking feedback. • Emotion coaching helps children to understand their emotions and respond appropriately to situations they encounter. • Protecting Rights in a Caring Environment (PRICE) approaches are adopted by all staff to ensure opportunity and encouragement for children to express their emotions, worries and concerns. • Worry boxes and good relationships with staff provide further opportunities to share worries and concerns. 	<ul style="list-style-type: none"> • Students with SEND participate in pupil conferencing and share their views on the provision in school and their views are taken into account when making plans and decisions. • Additional provision is mapped and reviewed with the children and their parents/carers. • 'Draw and Talk', 'Lego Therapy', 'ELSA' or 'Mentoring' sessions are provided for children having difficulties expressing their emotions. • Language passport, Time-out and 'Take 5 Breathing exercise' prompts as well as TMHIS strategies are used to support communication in situations where children's emotions are high. • Children discuss the targets and provision they receive. 	<ul style="list-style-type: none"> • Student views are an integral part of TAC meetings and EHCP reviews.



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2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The use of Class Dojo, eschools and Boom Reader are used for communication. • The parents and carers of all pupils are invited to attend parents' evenings and receive a report. • There is a 'Parents' section on the school website for all parents to access. • Fortnightly Newsletters encourage strong communication links. • Updates are provided on Social Media platforms. • The school website is updated regularly. • Termly class newsletters inform parents/carers of the curriculum and activities are posted on the website. • Coffee mornings, activities events and curriculum workshops. • Parents are invited to class assemblies and whole school/key stage activities. • The SENDCo offers weekly 'drop-in' sessions where parents can ask questions, raise concerns. 	<ul style="list-style-type: none"> • Parents/carers know who the SENDCO and the Designated Safeguarding Lead are. • Parents/carers are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support. • Parents/carers are part of the Assess, Plan, Do, Review cycle and meet with the Class teacher or SENDCO at least three times a year. • Parents/carers are able to contact the office at any time to arrange a meeting with the SENDCo to discuss concerns. • SEND Support Plan forms are sent home to parents/carers outlining their child's provision. 	<ul style="list-style-type: none"> • Parents/carers are invited to attend EHCP reviews and TAC meetings. • Support is provided in accessing outside agencies.






3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is broad and balanced and designed to allow the inclusion of all students. • School trips take place for all children to enhance the curriculum. • Clearly adapted planning ensures all children's needs are met. • Imaginative, innovative and ambitious curriculum planning to engage all learners. • Read, Write Inc. and Grammarsaurus are used across the school to ensure that all children receive high quality phonics and writing teaching. • Power Maths scheme of work and Winning With Number are used to ensure consistency in maths. • Accelerated reader is used across KS2. • Carefully selected and developed wider curriculum programmes to ensure success and progress for all. • Regular assessment ensures all children receive the teaching they require whatever their ability. • Visual timetables, working walls, clear accessible labelling, accessible resources, use of ICT and many other strategies are employed enabling access for all. • Termly class newsletters inform parents/carers of the curriculum and events. 	<ul style="list-style-type: none"> • Where children are identified as needing extra support then additional interventions will be put into place and monitored through Provision mapper. • Clearly adapted planning ensures all children's needs are met. • Imaginative, innovative and ambitious curriculum planning to engage all learners. • Groups of children may be given extra adult support within class. • A range of screening tools are used to identify specific areas of difficulty enabling individualised interventions to target a child's specific area of need. • Read, write Inc small group and one to one phonics catch up interventions. • Specific reading and writing interventions targeted to pupil need e.g. Code X or IDL. • WWN target sessions. • Speech and Language sessions with our SAL HLTA, targeted in EYFS. • Wellcomm screening and interventions. • ASD and Dyslexia champions to provide strategies and support. • Advice and support from outside agencies in developing targeted individual support. 	<ul style="list-style-type: none"> • Children who have an Education, Health and Care plan will, at times, have adult support in order to allow them to access the curriculum. • PLIMs are used to support EHCP mapping to curriculum. • TEACCH trays are used to encourage independent access to learning tasks. • Support from outside agencies is accessed to ensure children can join in with their peers. • Children from the ARB link into their mainstream classes for certain curriculum activities. • ASD and Dyslexia champions to provide strategies and support. • Advice and support from outside agencies in developing targeted individual support.



4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All children will have access to quality first teaching from a qualified teacher. • Clearly adapted planning ensures all children’s needs are met. • Imaginative, innovative and ambitious curriculum planning to engage all learners. • Carefully mapped curriculum progression support adaptive planning. • The whole school uses a dyslexia and neurodiverse friendly approach to teaching and learning. • All children are given feedback on their learning, with guidance on how to move their learning forward. • A range of resources are available for all children to access. • Teachers display learning methods and relevant learning points on working walls. • Clear success criteria and examples of expectations. • Alternative ways of recording information are used. • A range of teaching styles are used to engage all learners. • Word mats and times table mats available for children to use. • Quality teaching of vocabulary. • Topic based learning supports pupils to make links. • An emphasis on providing opportunities for outdoor 	<ul style="list-style-type: none"> • Staff work closely together to ensure pupils with additional needs get targeted support. • Children will be placed on a provision map, showing where extra support is in place and what the outcomes of this are. • Children placed in small groups for phonics if needed following Read, Write Inc screening. • Specific reading and writing interventions targeted to pupil need e.g. Code X. • Coloured screens/laminates/pens/paper available for children to use. • A range of dyslexia friendly books available in the library. • Some children will access additional intervention groups for literacy and numeracy. • ICT programmes such as IDL and Clicker to support learning. • Reading function available to read the test element of Accelerated reader for some children. • Reasonable adjustments made to ensure individual access to all areas of learning and curriculum. • Rapid response sessions with a teacher or Teaching assistant to pick up misconceptions. 	<ul style="list-style-type: none"> • ASD and Dyslexia champions to provide strategies and support. • Bespoke packages of learning and support in place for pupils with high needs. • PLIMs are used to support EHCP mapping to curriculum. • TEACCH trays. • Advice and support from outside agencies in developing targeted individual support. • Children from the ARB link into their mainstream classes for certain curriculum activities.



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learning throughout the curriculum– including opportunities for overnight stays in years 3 and 4 and a camp in years 5 and 6.

- Opportunities for discussion in a variety of groupings.
- Communication support strategies such as sentence stems provide the pupils with ways to engage in discussions.
- Oracy focus
- Questioning and activities designed to meet levels of need, secure understanding and develop a level of challenge.
- Accelerated Reader ICT programme.
- Wellcomm screening is performed to ensure all early identification of any speech and language difficulties.
- “Real” task learning, making the curriculum relevant.
- Carefully planned and well resourced activities that engage all learning styles.
- Reasonable adjustments made to ensure individual access to all areas of learning and curriculum.

- Children will have a SEND Support Plan in place. This will be shared with parents/carers at least 3 times a year.
- ASD and Dyslexia champions to provide strategies and support.
- Advice and support from outside agencies in developing targeted individual support.






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"> Independent learning is a whole school focus: <ul style="list-style-type: none"> -staff model completing tasks to develop independent thinking skills. -tasks are scaffolded so that pupils can complete them independently. - resources are available to children to choose from in all classrooms to aid them with their work. - Learning walls in all classrooms encourage self-help skills. - consistent routines and expectations. PSHE sessions to encourage independence. Behaviour policy and strategies to support children to make the right choice. KS2 overnight stays offered to all pupils. Pupils self-assess their learning. 	<ul style="list-style-type: none"> Children have personalised equipment such as talking tins, overlays and timers to help them to develop their independent learning. Now and Next boards and visual timetables are used to develop independent skills. Group interventions to develop self-help and independence skills. 'Draw and Talk', 'Lego Therapy', 'ELSA' or 'Mentoring' programmes encourage children to recognise and communicate their emotions. Language passport, Time-out and 'Take 5 Breathing exercise' prompts and TMHIS strategies are used to support communication in situations where children's emotions are high. ASD and Dyslexia champions to provide strategies and support. Advice and support from outside agencies in developing targeted individual support. 	<ul style="list-style-type: none"> Personalised visual timetables. Personalised task boards. TEACCH trays organise tasks for some individuals to develop independence in accessing the curriculum. Communication aids e.g. PECS. ASD and Dyslexia champions to provide strategies and support. Advice and support from outside agencies in developing targeted individual support.






6. Health, wellbeing and emotional support

<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 children feel heard and valued within the school environment. • Whole school, clear, expectations of behaviour, with consistent rewards and sanctions. • Positive whole school learning environment with tasks adapted to provide challenge and success. • Weekly assembly focus' and PSHE/Jigsaw sessions. • Two qualified Trauma and Mental Health Informed Schools (TMHIS) practitioners. • All staff trained in TMHIS strategies and Emotion coaching. • PRICE training is provided to all staff. • Wide variety of after school clubs on offer. • Year 5 are invited to take part in Bikeability sessions. • Safety talks are provided by the Fire-brigade, coastguard, Stay Safe and other services. • There is a named Designated Safeguarding Lead (Miss R Nile). • Key staff are first aid trained. • All staff have appropriate training in Safeguarding and other key issues for safety. • Small group interventions provided by Primary Mental Health Support Team. 	<ul style="list-style-type: none"> • Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Fun fit • Nurture Groups at lunchtime • Learning Mentors in school who will work with children on an occasional or regular basis who are experiencing emotional difficulties, sometimes using 'Draw and Talk' or ELSA. • Social stories are used to develop understanding of social situations. • Brain breaks/movement breaks • Lego Therapy is used to support social skills. • Small group interventions provided by Primary Mental Health Support Team. 	<ul style="list-style-type: none"> • TACs and annual reviews are supported by a range of agencies where appropriate. • Students with specific medical issues have an individual health care plan. • 1:1 sessions with our learning mentors to support children with social, emotional and mental health difficulties. • Referrals can be made to the school nurse, Educational Psychologist, Penhaligan's friends, CLEAR counselling, Social Care through the Inclusion Lead. Please see the school website for more information. (Parents' Pages) • 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. • ASD and Dyslexia champions to provide strategies and support.






7. Social interaction and communication opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Group and partner work used often in all classes. • Our curriculum is planned to develop skills such as working together, communicating with others and independent learning. • Explicit teaching of oracy skills. • Opportunities to speak within small groups, classes, assemblies and performances. • Engage and Express elements of our curriculum provide opportunities to discuss and present. • School counsellors play an active role in gaining information from their peers and presenting it to the council and class. • All children have enriching school trips/visits and the opportunity to attend and overnight stay (KS2). • Pupils are encouraged to take part in sports events that are part of the area cluster. 	<ul style="list-style-type: none"> • Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Fun fit • ‘Draw and Talk’, ‘ELSA’ and ‘Mentoring’ sessions support children in accessing social interactions and communication opportunities. • Social stories are used to develop understanding of social situations. • Teaching assistants in the playground at lunchtime encourage participation in activities such as Huff and Puff. • Nurture group lunch time club provision. • Lego Therapy to build on communication skills. 	<ul style="list-style-type: none"> • Reasonable adjustments are made to activities to ensure participation of all pupils. • Children are encouraged to attend clubs, disco’s, overnight stays etc. • Speech and Language referrals and targets. • ASD and Dyslexia champions to provide strategies and support. • Advice and support from outside agencies in developing targeted individual support.






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

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<ul style="list-style-type: none"> • There is ramp access to the school. • The main school library is located downstairs. • Furniture and resources are the appropriate size and height to allow all children to access them. • Portable devices such as ipads and laptops provide a range of recording methods. • There are clear expectations for behaviour. • Weekly assemblies and PSHE/Jigsaw sessions promote positive, safe behaviours. • The school's 'LEARN' ladder creates a positive learning environment throughout the whole school. • Anti-bullying policy in place. • There is a Designated Safeguarding Lead (Miss Nile). • All areas of the school are safe and promote positive learning. 	<ul style="list-style-type: none"> • There are quiet spaces or focussed activities to support children during lunchtimes. • Fun fit develops all aspects of physical development as well as supporting mental wellbeing. • Access to quiet/calm/nurture spaces for children who request/require this facility. • Sensory breaks fitted into the day for children that require it. 	<ul style="list-style-type: none"> • Provision of specialist equipment, e.g. writing slopes, sensory toys etc. • There is a disabled toilet if needed. • If needed children have individual risk assessments. • ASD and Dyslexia champions to provide strategies and support. • Advice and support from outside agencies in developing targeted individual support. • There are named adults who are 'Team Teach' trained. • Identified adults trained to provide physiotherapy to individuals.






9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Extensive transition for new intake Reception children: <ul style="list-style-type: none"> -teachers visit children in their pre-school setting. -transition sessions and Teddy bears picnic in the Summer Term. -teachers and teaching assistants carry out home visits. - All about me forms completed with parents. • All children spend a session with their new teacher prior to the summer holidays. • Transition meetings are held between the staff to pass on information about each child. • Assessment and tracking information is passed between teachers. • Information shared about the year ahead in September. • Strong links with the local secondary schools with open days, open evenings, meetings with the Head of Year etc carried out throughout Year 6. • Cluster sport events enable children to visit secondary settings. • Pupils new to the school are able to tour the school. • Teachers create a One Page Profile for their new children to have over the summer holiday. 	<ul style="list-style-type: none"> • Pre-school SENDCo and Mrs Nancarrow meet to transfer information. • EYFS Lead to attend pre school settings to support throughout the year. • Children who require additional transition are given more time to adjust ahead of moving class. • Mrs Nancarrow meets with the Secondary SENDCO to transfer information. • Children with SEND are given the chance for extra sessions at their chosen secondary school. • Year 6 transition group runs for children who are more vulnerable during the transition, by the learning mentor and Year 6 TA. • SENDCo attends TAC meetings with EYFS teams. 	<ul style="list-style-type: none"> • Additional visits to the secondary setting, with a teaching assistant if necessary. • ASD and Dyslexia champions to provide strategies and support. • Advice sought from other agencies regarding the transition process. • Advice given to parents regarding secondary placements/choices.



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"> • Miss Nile and Mrs Nancarrow have completed the National Award for Special Education Needs Co-ordinators, allowing them to support children, staff and parents. • Mrs Scotland has completed Operational SENDCo training run by the trust. • SENDCo Network and Cluster meetings attended by the SENDCo each term. • Training for Teaching Assistants by Assistant Head and SENDCo. • Opportunities for curriculum leads to attend relevant conferences and courses and feedback to the rest of the staff. • Staff inset, weekly staff meetings. 	<ul style="list-style-type: none"> • Miss Nile and Mrs Nancarrow have completed the National Award for Special Education Needs Co-ordinators, allowing them to support children, staff and parents. • 'Draw and Talk' training received by the Pastoral Care Lead. • Trauma and Mental Health in schools Practitioner training completed by Mrs Hann and Mrs Nancarrow. • Protecting Rights in a Caring Environment Level 2 has been delivered to all staff and Level 3 has been attended by several members of staff. • 'ELSA' and 'Lego Therapy' training completed by members of the SEND team. • WRAPS training completed by SENDCo and members of the SEND team. • Opportunities for staff to attend training specific to an area of identified need. • ASD and Dyslexia Champion training has been attended by members of the SEND team. 	<ul style="list-style-type: none"> • Miss Nile and Mrs Nancarrow have completed the National Award for Special Education Needs Co-ordinators, allowing them to support children, staff and parents. • Opportunities for staff to attend training specific to an area of identified need.



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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Autistic in Schools Team	Provide support and strategies to pupils, staff and families for children with ASD.	01579 341132 autismteam@cornwall.gov.uk
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.
CLEAR counselling service	CLEAR enables children and young people having experienced an abusive relationship(s) to flourish within a therapeutic setting.	A referral can be made by the school or Early Help Hub.
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 Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays earlyhelphub@cornwall.gov.uk
Educational Psychology Service	The Educational Psychologist works closely with the Inclusion Lead covering a range of work such as observing children, supporting staff in school working with specific children and working closely with the Inclusion Lead 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.
Family Support workers	Provide support to families with behaviour management, finances, housing, parenting programmes and signposting to other agencies.	Support can be obtained by contacting the Early Help Hub. 01872 322277
Hearing Support Service	Provide support and strategies to pupils, staff and families for children with hearing impairments.	sensorysupportservice@cornwall.gov.uk
Paediatrician	Assess the needs of children with SEND. Provide support and advice.	Referrals can be made through the GP.
Parenting Support	Provide free groups and training/workshops for	Contact Early Help Hub for more information



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	parents/carers/families.	
Penhaligon's Friends	Provide bereavement support for children, young people and their parents and carers.	01209 215889
School Nurse Team	Provide support to schools for children with specific health needs. Signpost to other agencies.	Early Help Hub Drop ins in school
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.	A case worker is allocated by Cornwall Council to Mount Charles. SENDCo can make contact if required.
Social, Emotional and Mental Health Support	Carry out observations and assessments, such as the Boxall Profile, to provide additional strategies that school can implement to support children.	Kernow SEMH Support- Penny Hermes. Referrals can be made through the school. Mental Health Support Team – referrals can be made through the school.
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.
Social Care	Work with families to ensure all children's needs are met.	MARU 0300 123 116
Vision Support Service	Provide support and strategies to pupils, staff and families for children with visual impairments.	sensorysupportservice@cornwall.gov.uk

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”

or by clicking:

[Family Information Service Cornwall](#)



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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 as it progresses, 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.
- Intervention tracking through Provision mapper.
- Student Support Plans are in place and reviewed termly.
- 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.
- Reception Baseline Assessment
- Year 1 Phonics Assessments
- End of KS2 SATs are completed.
- Year 4 Times tables assessment.
- PIRA and PUMA assessments termly
- Pupils with EHCPs have targets reviewed at least annually, their SEND Support Plans are reviewed half termly.
- Specific assessments for individual needs, eg Dyslexia screening, RWI assessments.
- Pupil progress meetings with the Senior Leadership Team.

13. How we know how good our SEND 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, Mrs Nancarrow, in the first instance, then the Headteacher and finally with the chair of governors.



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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.

If you are concerned about your child's progress or any other difficulties, they may be experiencing please talk to their class teacher or SENDCo, Mrs Nancarrow.

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 targets at home.

3. How will the curriculum be matched to my child's needs?
The curriculum will be adapted 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 though 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 Student Support Plan from your child's class teacher outlining the support that your child is receiving if they are on the record of need.

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 SEND children are sent home three times a year, your child will receive a school report once a year and there are two parents' evenings and opportunities to meet the teachers during the year. Fortnightly School newsletters will inform you of events and Termly class newsletters on the website will tell you about the activities and curriculum that your child will be learning. If your child is on the Record of Need, you will be requested to meet with the teacher at least three times a year to ensure that they can discuss the provision and progress with you. You are also free to make an appointment to see your child's class teacher or Mrs Nancarrow at any time. They will be able to discuss with you how your child is doing and how you can support them.



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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/ Jigsaw activities to reinforce this. There are two Trauma and Mental Health Informed Practitioners (TMHIS) in school, Mrs Nancarrow and Mrs Hann. All teachers are also trained in PRICE and TMHIS strategies and Emotion Coaching to ensure that all children receive appropriate support on all levels.

For children who are experiencing emotional difficulties it may be that they can work with our learning mentors Mrs Hann or Mrs Grigg for check-ins. Additional support may be provided in the form of Draw and Talk, Lego Therapy or ELSA. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. We also have a Mental Health Practitioner working with the school. If you have concerns, speak with Mrs Nancarrow or Mrs Hann about your concerns and they can make a referral for you if necessary. The Early Help Hub is another useful port of call if you require support at home. See section 11 for contact details.

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

Your child's safety is our first priority. We have rigorous safeguarding policies and procedures in place. Through a comprehensive PSHE curriculum we cover a range of topics to develop your child's understanding of themselves and ways to access support. Staff ensure they are approachable and available when children have concerns. Risk assessments are undertaken prior to trips, events and key lessons. We have comprehensive Behaviour and anti-bullying policies in place and any incidents of bullying are dealt with seriously. Medical plans are in place to ensure needs are met. 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. There is also secure access to the school.

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

All children will be able to be included in school trips wherever possible.

We endeavour to ensure that all children are able to access any extra curricular activity by working closely with the child and parents to ensure all reasonable adjustments have been made to allow every child to safely and confidently access all activities.

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.

9. How accessible is the school environment?

Our school environment is made accessible wherever possible and work is constantly being undertaken to update and review the accessibility to all. Trips and activities are planned with accessibility of the pupils in mind.

Please see the accessibility plan for more information.



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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 ADHD, 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. We are dedicated to continued professional development.

The school also has an Area Resource Base (ARB) which is managed by the Special Partnership Trust – this is for children with an Education, Health and Care plan for children with more complex needs. A place at the ARB has to be applied for through Cornwall Council and any queries should be directed to the Special Partnership Trust.

9. 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 an Education, Health and Care plan then this will be discussed at their SEND review.

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

The school has large resource base of equipment that can support children throughout the school, this is allocated based on each child's individual needs. A video illustrating some of these can be found on our website.

In addition to physical resources, we have a large staff base whose knowledge and expertise are deployed to support specific children with their specific needs. Educational needs are mapped out and resourced accordingly.

11. 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 is 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.

12. 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 SEND provision then you can arrange to meet with the school's SENDCo- Mrs Nancarrow.

13. 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 Mrs Nancarrow or Mrs Simpson if you have any concerns.

14. How is your local offer reviewed?

The school offer will be reviewed at least once a year in consultation with staff.