

## **Boscastle Primary School**

### **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We have a staff who are trained to meet the needs of the children in our care.

We value all children and welcome their unique contribution to our school, we believe that every child is special and has individual needs. Children's abilities vary over a wide range, and many children have times, temporary or long term, when they may need additional support. Most children's needs are met by class teacher, but sometimes it may be necessary to make special provision

Our school currently provides additional and/or different provision for a range of needs, including:




- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

<b>Special Educational Needs and Disabilities Coordinator (SENDCO)</b>	<b>Sara Haden.</b>
<b>Governor with responsibility for Special Educational Needs and Disabilities</b>	<b>Andrew Newland</b>




<b>Contact details:</b> <b>Boscastle CP School</b> <b>Fore Street, Boscastle EX23 8NN</b>	<b>Tel:</b> <b>01840 250329</b>	<b>Email:</b> <b><a href="mailto:secretary@boscastle.cornwall.sch.uk">secretary@boscastle.cornwall.sch.uk</a></b>
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## The levels of support and provision offered by our school

### 1. Listening to and responding to children




Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> <li>• The views and opinions of all children are valued.</li> <li>• Pupil voice is heard through class lessons, assemblies, PSHE and School Council</li> <li>• Peer review.</li> <li>• Pupil conferencing by the headteacher, subject leaders and governors.</li> <li>• Weekly celebration assembly with “shout outs” and sharing work</li> <li>• School Vision &amp; Values</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND are included in all pupil voice opportunities.</li> <li>• Children’s views are included on individual Provision maps.</li> <li>• Feedback to staff from target groups.</li> </ul>	<ul style="list-style-type: none"> <li>• We respond to children’s views in the individual support we provide, and these views are an integral part of parent consultations and SEN reviews including EHCP annual reviews.</li> <li>• Outside agencies accessed to support social and emotional difficulties:                             <ul style="list-style-type: none"> <li>• CAMHS</li> </ul> </li> <li>• Provision is continually adapted based on what we see/hear from a child with SEND or other individual needs.</li> </ul>

### 2. Partnership with parents and carers

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> <li>• Boscastle School works in partnership with all parents and carers.</li> <li>• Parents/carers know exactly who to contact if they have concerns.</li> <li>• Parents are able to contact school re. concerns at any time.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are regularly invited to school activities and events.</li> <li>• Individual parents are invited to specific school activities to support their child, if necessary.</li> <li>• Signposting parents re additional support/access to services.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are supported in attending, and are actively involved in, all meetings and reviews.</li> <li>• Parents’ views are an integral part of all meetings and reviews.</li> <li>• All documentation is presented in a format that is accessible for all parents.</li> </ul>




<ul style="list-style-type: none"> <li>• Parents are invited to attend termly parent meetings to discuss progress and ways to support their child at home.</li> <li>• End of year written school reports for parents.</li> <li>• EYFS visits during the summer term before children start school.</li> <li>• The weekly newsletter keeps parents informed on weekly events, important information, diary dates and views of children on trips, events and activities.</li> <li>• All parents are invited to join sharing sessions and events, work exhibitions and school plays.</li> <li>• The visual learning environment and website, enables parents to understand more about what their child is learning.</li> <li>• When required, parent volunteers are invited to support their child's class on trips/ visits.</li> <li>• Workshops/ meetings for parents to provide information e.g. Phonics / PSHE</li> <li>• School Vision &amp; Values</li> </ul>	<ul style="list-style-type: none"> <li>• In close and regular contact with parents of children with SEND/EAL to update on provision/support at home.</li> </ul>	
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### 3. The curriculum




Whole school approaches. The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• The curriculum is fully inclusive and all children have access to every aspect of the curriculum. Our School Visions and Values drive the curriculum</li> <li>• Our curriculum provides learning opportunities and challenges throughout the academic year which require children to solve problems,</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention is carefully planned, regularly reviewed and adapted to meet individual needs.</li> <li>• Small group and individual interventions including:               <ul style="list-style-type: none"> <li>- Read Write Inc.</li> <li>- Precision teaching</li> <li>- Individual reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Children are supported in following their interests and abilities which can include an individualised bespoke curriculum.</li> <li>• Specialist assessment including, dyslexia and dyscalculia testing is used to tailor provision to need.</li> <li>• An alternative assessment system,</li> </ul>

<p>apply themselves creatively and express their knowledge and understanding effectively across the curriculum.</p> <ul style="list-style-type: none"> <li>• A pupil tracking system is used to record end of term assessments which includes Hodder test results and teacher assessments.</li> <li>• End of KS statutory assessments inform planning of the next KS</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Maths</li> <li>- Social Skills</li> <li>- Self-esteem</li> <li>- Fun Fit</li> </ul> <ul style="list-style-type: none"> <li>• The progress of children receiving intervention is carefully tracking and impact measured which informs future provision.</li> </ul>	<p>B-squared, is also used to track the progress of some individual children whose progress can be measured in very small steps against specific objectives.</p>
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#### 4. Teaching and learning


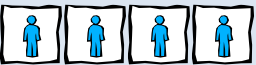

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Boscastle is a school which uses dyslexia friendly strategies to support learning, where differentiated and multi-sensory teaching activities are used to meet the needs of all children.</li> <li>• Learning to learn strategies (metacognition) teaching approach.</li> <li>• Differentiated tasks and expectations.</li> <li>• Learning Objectives are displayed and discussed in every lesson.</li> <li>• Effective questioning is used.</li> <li>• Variety of individual, paired and group tasks.</li> <li>• Displays and working walls support learning.</li> <li>• Peer feedback encourages learning motivation</li> <li>• Examples of model texts/ pieces of work shared for children to aspire to.</li> <li>• Effective feedback and marking in Place to enable pupils to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and Teaching Assistants share lesson plans to ensure children with additional learning needs have targeted support and provision.</li> <li>• Teaching assistants and class teachers work in small groups to ensure understanding, to foster independence and to keep children on task.</li> <li>• Pre-teaching sessions with teachers.</li> <li>• Independent student learning is supported by the use of technology. For example: <ul style="list-style-type: none"> <li>- Laptops</li> <li>- IPADS</li> <li>- Reading pens</li> <li>- Dragon Speakeasy – voice recognition</li> </ul> </li> <li>• Special examination arrangements are put in place for exams and tests (extra time, readers, scribes etc)</li> <li>• SATS Club</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated work and activities are provided to enable independent learning.</li> <li>• Individualised Precision Teaching focuses on developing targeted skills.</li> <li>• One-to-one support is in place for children who require more intensive support, e.g. for those with speech and language difficulties, memory difficulties, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties etc.</li> <li>• Specialist agencies are used to improve outcomes for pupils with complex learning needs.</li> </ul>

## 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>• Developing independence is a key priority across the school enabling children to develop the skills they need as they move on into the next stage of their education and adult life.</li> <li>• Teachers and Teaching assistants facilitate independence.</li> <li>• Children make effective use of the Learning Objectives, Success Criteria and ‘what makes good?’ to know what they have to do in each lesson.</li> <li>• All children are taught skills of resilience and use strategies to enable them to persevere with tasks and learn from their mistakes.</li> <li>• Independence is promoted throughout the school and children have access to a range of resources to support their learning.</li> <li>• Children are encouraged to be independent in organising many aspects of their learning.</li> <li>• Homework is based on reading regularly at home, Learning spelling words from RWI Spelling lessons taught daily, and maths tasks are accessed via the online My Maths website.</li> <li>• Strategies are encouraged and systems in place which support independence in the classroom</li> <li>• Show me what you know - alternative ways of recording are used.</li> <li>• Working Wall displays and knowledge organisers support teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have access to visual timetables and are helped with self-assessment.</li> <li>• Children have access to planning/task management boards, writing frames.</li> <li>• Children have personalised equipment such as coloured overlays, timers/spot timers, specialist pens and pencils and scissors.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults working one-to-one with children encourage them to be specific about what they need help with and what they can do on their own.</li> <li>• Adults may support them with specialist programmes of work. For example: Toileting, eating, danger awareness, sex education and other life-skills.</li> <li>• Personalised Now and Next boards, Social Stories, etc used to support independence.</li> </ul>




<ul style="list-style-type: none"> <li>• Effective Questioning by staff</li> <li>• Supporting resources, such as dictionaries, number lines, white boards, highlighters etc, are readily available in all classes.</li> <li>• Self-assessment is facilitated through review and reflection tasks and green pen responses from teachers.</li> </ul>		
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## 6. Health, wellbeing and emotional support




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• PSHE lessons and assemblies include all children.</li> <li>• Follow Jigsaw programme with in includes mindful practice.</li> <li>• Assemblies and lessons support the whole school ethos e.g. anti-bullying, British values, RNLI, safety including online safety.</li> <li>• Small school environment with a family feel ensures all children know all staff and vice versa.</li> <li>• Peers support their partners.</li> <li>• Mini First Aid Training for children</li> <li>• Extra-curricular activities.</li> <li>• Day visits and trips closely linked to the curriculum to enhance learning.</li> <li>• Residential trips for Year 3 to 6 annually</li> <li>• Rolling programme of experiences and environments.</li> <li>• Risk assessments carried out.</li> <li>• Sports fixtures and festivals.</li> <li>• Children are clear on what to do to be safe including online.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium is used to support individual children/ small groups to manage social. Emotional and mental health issues.</li> <li>• Daily Fun Fit activities.</li> </ul>	<ul style="list-style-type: none"> <li>• TACs and EHCP reviews are attended by a range of outside agencies.</li> <li>• Additional support can be requested from a range of agencies such as:               <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• School Nurse Team</li> <li>• Education Welfare Officer (EWO)</li> <li>• ASD Team</li> <li>• Social Care</li> <li>• Family support worker</li> <li>• Educational Psychologist</li> <li>• Penhaligon's Friends</li> </ul> </li> <li>• Children with specific medical conditions have individual health care plans.</li> </ul>

<ul style="list-style-type: none"> <li>• Visitors to school to talk to children – RNLI, Beach Safety</li> <li>• Workshops to enable children to develop knowledge &amp; skills e.g. Barnardos Healthy Relationships.</li> <li>• The school nurse can be accessed to support children at school and at home, providing advice to both staff and parents.</li> </ul>		
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## 7. Social interaction opportunities




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• All children have equal opportunities for social interaction, regardless of need.</li> <li>• Staff support children well in managing their relationships, keeping in touch with parents to ensure information is shared where necessary.</li> <li>• All children have equal access to clubs, visits and trips including the residentials.</li> <li>• We look to access a wide range of opportunities within our local community and across the county e.g. Songfest - where we join other schools to perform in a collaborative choir, First Lego League – competing against other Cornish schools, St Endellion Book Festival.</li> <li>• Children play together each break mixing across year groups freely.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly strings and guitar tuition</li> <li>• Children accessing music tuition perform at the Cornwall Music Festival in a Strings concerts in Truro.</li> <li>• Cornwall Verse Speaking Festival.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult one-to-one to support with successful interactions and friendships.</li> <li>• One-to-one support to enable children with SEND needs attendance at after school clubs.</li> <li>• Social Stories are used to support social understanding.</li> <li>• Play focus groups at playtime.</li> </ul>

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

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<ul style="list-style-type: none"> <li>• The majority of the school is accessible although some areas of the school are not accessible to people with moderate to severe physical impairment.</li> <li>• Children feel safe in an environment where any incidence of bad behaviour or bullying is dealt with immediately and effectively.</li> <li>• The headteacher is also the Designated Safeguarding Lead (DSL) and two members of staff are Deputy Designated Safeguarding Leads (DDSL).</li> <li>• Health &amp; Safety Policy reviewed annually.</li> <li>• Health &amp; Safety training for all staff annually.</li> <li>• Health &amp; Safety monitoring by H&amp;S Governor</li> <li>• Children know how to get help if they are injured/upset.</li> <li>• We have a whole school expectation of good behaviour and a positive learning environment which is rewarded by all staff.</li> <li>• First aid training programme in place for staff through the academic year.</li> <li>• Accident forms completed by trained staff and duplicate sent home.</li> <li>• Head Injury forms and parents informed with advise.</li> <li>• Risk assessments completed where required for on-site activities and out-of-school trips and residentials.</li> <li>• Equality and diversity policy in place.</li> <li>• Emergency Policy known and followed by all staff</li> <li>• Regular Fire Alarm checks and evacuation / drill practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Management of medical needs in school and on trips/ residentials</li> <li>• All staff aware of allergy and medical needs.</li> <li>• Staff training on managing specific conditions as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised equipment would be available to enable disabled children to be independent and safe.</li> <li>• Individualised support to enable children to take part in activities that otherwise might be deemed unsafe.</li> <li>• Care plans written in collaboration with parents and medical professionals.</li> </ul>



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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Links with the pre-school, including visits by reception teacher to work with staff and get to know the children.</li> <li>• Transition visits for new reception children in June/ July.</li> <li>• Class swaps in July for children to meet their new teacher.</li> <li>• Teachers' meetings to discuss all children due to transfer to next class re learning &amp; SEMH needs.</li> <li>• Provision reviewed &amp; planned to support specific children who are transferring to next class.</li> <li>• Opportunities to interact in larger groups of children are encouraged within the Trust schools in order to prepare the children for working in larger groups and environments.</li> <li>• Transition meeting for Year 5 children and their parents during the autumn term to visit secondary schools.</li> <li>• Transition programmes with Secondary schools includes:             <ul style="list-style-type: none"> <li>- Year 6/7 transition staff from visit school for introductory meeting with Year 6 in June.</li> <li>- 2 sample days by Year 6 to follow a timetable and taster lessons in July.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced transition plan/ opportunities for children due to transfer to secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are provided with Transition Books for home and school.</li> <li>• Additional visits for children become familiar with their new classroom or secondary school supported by a teaching assistant.</li> <li>• Individual enhanced transition plans are produced through meetings between parents and teaching staff/ SENCO from both schools.</li> <li>• Liaison with previous setting if children transfer to our school.</li> <li>• Liaison with new setting if children move to another school.</li> </ul>

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

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

## Services and organisations that we work with or that are available to be accessed for support:

Service/organisation	What they do in brief	Contact details
<b>Autism Spectrum Disorder Team</b>	Our team works with children and young people with a diagnosis of Autistic Spectrum Condition aged 4-16. Our vision is that Cornwall supports children and young people with autistic spectrum conditions to achieve positive outcomes. We also want to inspire, challenge and advise our partners to find shared solutions. Children, young people and their families can access services which meet their needs.	<b>Katy Neve</b> Manager and Senior Educational Psychologist Department of Children, Schools & Families Sedgemoor Centre, Priory Road, St Austell. PL25 5AB <b>Tel:</b> 0300 1234 101/ 01872 323022  <a href="https://www.cornwall.gov.uk/media/jbad1cs5/autism-spectrum-brochure_2022-web.pdf">https://www.cornwall.gov.uk/media/jbad1cs5/autism-spectrum-brochure_2022-web.pdf</a>
<b>Child and Adolescent Mental Health (CAMHS)</b>	Support children and adolescents with a wide range of emotional, mental health and behavioural issues.	Children's Services Care Management Centre Truro Health Park, Infirmary Hill, Truro TR1 2JA <b>Tel:</b> 01872 221400 Website: <a href="https://www.cornwall.gov.uk/earlyhelp">https://www.cornwall.gov.uk/earlyhelp</a>
<b>Cornwall Cognition and Learning Team</b>	The Cognition and Learning Service supports settings in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with Specific Learning Difficulties (SpLD) and Moderate (or general) Learning Difficulties.	<b>Cornwall Cognition and Learning advisers:</b> Jo Davidson and Toby Wilson <b>Tel:</b> 01726 226882 <b>Email:</b> <a href="mailto:cognitionandlearning@cornwall.gov.uk">cognitionandlearning@cornwall.gov.uk</a>
<b>Early Help Hub</b>	The 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust.  Staff within the Early Help Hub will decide whether the child / young person is eligible for support and which service is most appropriate. This is usually in discussion with the person making the request and / or young person / family.	<b>Tel:</b> 01872 322277 <b>Email:</b> <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>  Monday – Thursday 8:45am – 5:15pm                      Friday 8:45am – 4:45pm Closed on Bank Holidays.  For any mental health concerns, you may wish to call the <b>24/7 NHS mental health response line</b> for support and advice. <b>Call them free on 0800 038 5300, any time day or night</b> if you are worried about your own or someone else's mental health. The team behind our 24/7 open access telephone response line will listen to you and determine how best to help.

<b>Educational Psychologist</b>	<p>Educational Psychologists are specialists in learning, emotional well-being and child development. We work directly or indirectly with children and young people. We also provide advice to their parents and other adults who teach and support them. In Cornwall, Educational Psychologists (EPs) work as part of the Children's Psychology Service.</p>	<p>Educational Psychology</p> <p><b>Tel:</b> 01579 341132                      <b>Email:</b> <a href="mailto:educationalpsychology@cornwall.gov.uk">educationalpsychology@cornwall.gov.uk</a></p> <p><a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/</a></p>
<b>Education Welfare Service</b>	<p>Each school has an Education Welfare Officer (EWO) who will meet with the school to provide information, advice and guidance.</p> <p>The new guidance makes it important to work together, outlining clear responsibilities for all.</p> <p>If you have concerns about your child's attendance, please contact the school and ask to meet to work together. The school should be able to discuss and offer some adjustments, in the short term, that will help your child attend regularly. This could be in the form of changes within the school day to accessing external agencies and services that can offer support.</p>	<ul style="list-style-type: none"> <li>• Education Welfare Service</li> <li>• 01872 323400 (phones are available between 9am - 4:45pm, Monday - Friday, term time only)</li> <li>• <a href="mailto:educationwelfare@cornwall.gov.uk">educationwelfare@cornwall.gov.uk</a></li> <li>• <a href="https://www.cornwall.gov.uk/schools-and-education/education-welfare-service/">https://www.cornwall.gov.uk/schools-and-education/education-welfare-service/</a></li> </ul> <p><b>The Education Welfare Officer for Boscastle is Sarah Mallard:</b></p> <p><b>Email:</b> <a href="mailto:sarah.mallard@cornwall.gov.uk">sarah.mallard@cornwall.gov.uk</a></p>
<b>Equality and Diversity Service</b>	<p>Promoting and supporting equal rights of all children.</p>	<p><b>The Equalities Team, Cornwall Council</b></p> <p><b>Tel:</b> 0300 1234 100                      <b>Email:</b> <a href="mailto:equality@cornwall.gov.uk">equality@cornwall.gov.uk</a></p> <p><b>Web:</b> <a href="https://www.cornwall.gov.uk/people-and-communities/equality-and-diversity/fairness-and-opportunity-for-all/">https://www.cornwall.gov.uk/people-and-communities/equality-and-diversity/fairness-and-opportunity-for-all/</a></p>
<b>Family Information Service</b>	<p>Provides impartial guidance on local services and support available to families.</p>	<p><i>Cornwall Council Family Information Service, North Wing 3rd Floor New County Hall Truro TR1 3AY</i></p> <p><b>Tel:</b> 0800 587 8191/ 01872 323 535                      <b>Email:</b> <a href="mailto:fis@cornwall.gov.uk">fis@cornwall.gov.uk</a></p> <p><a href="https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0">https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0</a></p>
<b>Hearing Support Service</b>	<p>Providing specialist support to children with temporary or permanent hearing loss, their families and school.</p>	<p>Hearing Support Team The Educational Audiology Centre Priory Road, St Austell, PL25 5AB 01726 226882                      <b>Email:</b> <a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a></p> <p><b>Website:</b> <a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/hearing-support/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/hearing-support/</a></p>

<p><b>Occupational Therapy (OT) Service</b></p> <p>The Occupational Therapy Service for children and young people is part of Cornwall's Social Care, Disabled Children &amp; Therapy Service</p>	<p>We provide an equipment and adaptation service to disabled children and young people in their own homes.</p> <p>The Occupational Therapy service is available for any disabled child or young person resident in Cornwall aged 0 - 18 years who has a permanent and substantial learning or physical disability and a need to improve their access, independence, and activities of daily living.</p>	<p><b>Telephone:</b> 0300 1234 101</p> <p><b>Email:</b> <a href="https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=YYSJ9TTphYo">https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=YYSJ9TTphYo</a></p>
<p><b>Parent Support Worker</b></p>	<p>Early Help Family Workers provide support for families with children aged 9 months - 12 years who are able to give their consent and commit to engage in support and who meet the criteria as set out as below.</p> <p>Support is offered using a range of evidence-based approaches including parenting strategies replicated in the parenting courses available in each locality.</p> <p>The Family Worker will complete a comprehensive Early Help Assessment which focuses on the needs of the children in the family but also considers the wider needs of the whole family. The intervention of the Family Worker is child centric; workers will meet with the child independently when age appropriate, and consider the child in the context of the wider family, school and community to complete actions from the Early Help Plan and achieve sustainable change.</p> <p>Family Workers work in partnership with families and respect their views; they explore wider family support networks and resources, and will consider Family Group Conferencing as a means of harnessing support for families and strengthening the ability to cope and their resilience.</p>	<p><b>Tel:</b> 01872 322277</p> <p><b>E-mail:</b> <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a></p> <p><b>Website:</b> <a href="https://www.cornwall.gov.uk/">https://www.cornwall.gov.uk/</a></p>

<p><b>Parent Partnership. Cornwall Special Educational Needs Disability Information and Advice Support Service (SENDIASS)</b></p>	<p>Provide information, advice, support and training for young people and parents and carers of children with special educational needs and / or disabilities (age 0-25). The service is confidential, independent, impartial and free.</p>	<p><b>SENDiass.</b>  Units 1G/H Guildford Rd Industrial Estate. Hayle.  TR27 4QZ  <b>Helpline</b>  <b>Tel:</b> 01736 751921  <b>Text message:</b> 07522 970336  <b>Email:</b> <a href="mailto:sendiass@disabilitycornwall.org.uk">sendiass@disabilitycornwall.org.uk</a>  <b>Website:</b> <a href="http://cornwallsendiass.org.uk">cornwallsendiass.org.uk</a></p>
<p><b>Physical and medical Needs service</b></p>	<p>Our key services include:</p> <ul style="list-style-type: none"> <li>• Advice on access to school equipment, resources, classroom and wider school environment</li> <li>• Advice on transitions for students with physical and/or medical needs</li> <li>• Advice on risk assessments for pupils with physical and/or medical needs</li> <li>• Advice on enabling and engaging pupils with physical and/or medical needs.</li> <li>• Advice and guidance to support pupils with Developmental Co-ordination Disorder</li> <li>• Advice on use of I.T to promote inclusivity and independence throughout a student's journey</li> <li>• Brochure for schools</li> </ul>	<p>Physical and Medical Needs Advisory Service  01726 226882  <a href="mailto:physicalandmedicalneeds@cornwall.gov.uk">physicalandmedicalneeds@cornwall.gov.uk</a></p>
<p><b>Multi Agency Referral Unit (MARU)</b></p>	<p>The MARU provides a multi-disciplinary response to concerns about the welfare or safety of a child or young person. This is in line with Statutory Guidance from Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly. The MARU will try to help you by signposting you to the service that can best help meet your child's needs. Sometimes they will recommend you speak to the Early Help Hub and they will complete an Early Help assessment. If you, or someone else, is concerned about the safety or welfare of your child(ren), the Children and Families Service will carry out an assessment to consider the</p>	<p>Multi Agency Referral Unit  3 North  County Hall  Treyew Road  Truro  TR1 3AY  <b>Tel:</b> 0300 1231 116  For urgent referrals after 17:15 or at the weekend call the Out of Hours Service on: 01208 251 300</p>

	<p>most appropriate help. The allows us to talk to you and your child(ren) about any problems and, if appropriate, to plan the right help for you to solve these problems.</p>	<p><b>Email:</b> <a href="mailto:multiagencyreferralunit@cornwall.gov.uk">multiagencyreferralunit@cornwall.gov.uk</a></p> <p><b>Website:</b> <a href="https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/">https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/</a></p>
<b>Local Neighbourhood Policing</b>	<p>Camelford Neighbourhood Policing area includes many surrounding Towns and Villages including Camelford, Tintagel, Crackington Haven, Delabole, Davidstow, Warbstow, Boscastle, St Teath and others.</p> <p>If you have a specific issue you wish to discuss with a local officer you can do this via the Camelford Neighbourhood Page on the Devon and Cornwall Police website.</p>	<p>Camelford Police Office is operated by PC SKINNER and is within the Launceston Policing District</p> <p><b>PCSO</b> PCSO Mike Dodd 30665</p> <p><b>Email</b></p> <p><a href="https://www.devon-cornwall.police.uk/teams/Camelford/overview">https://www.devon-cornwall.police.uk/teams/Camelford/overview</a></p> <p>Please remember all crimes, intelligence or Anti-Social behaviour reports need to be reported to 101 in a non-emergency, <b>or 999 in an emergency.</b></p>
<b>Penhaligon's Friends</b>	<p>Penhaligon's Friends is an organisation which is there to support those children and young people who have experienced the death of someone special who was close to them. All the helpers have had special training to enable them to support you if are grieving the loss of someone you loved.</p>	<p><b>Penhaligon's Friends,</b> Trecarrel, Ground Floor, Drump Road, Redruth, TR15 1LU</p> <p><b>Tel:</b> 01209 210624 or <b>01209 215889</b></p> <p><b>Email:</b> <a href="mailto:enquiries@penhaligonsfriends.org.uk">enquiries@penhaligonsfriends.org.uk</a></p> <p><a href="https://penhaligonsfriends.org.uk/">https://penhaligonsfriends.org.uk/</a> <a href="https://penhaligonsfriends.org.uk/get-in-touch/">https://penhaligonsfriends.org.uk/get-in-touch/</a></p>
<b>Physiotherapy Service</b>	<p>Children's Community Therapy Services (CCTS) and Community Paediatrics work in partnership within the department of Community Child Health at the Royal Cornwall Hospital NHS Trust.</p> <p>CCTS deliver Occupational Therapy, and Physiotherapy treatment, to children and young people who present with, or are being investigated for, neurological, neuro-developmental, neuro-muscular conditions, atypical development and/or disabilities. In addition, CCTS Dietitians offer dietetic assessment and advice to disabled children who are at risk of under-nutrition. Nutritional issues may range from small appetite, mild gut issues affecting food intake or poor variety of</p>	<p><b>Contact name</b> Paul Clements <b>Contact position</b> Children's Community Therapy Lead <b>E-mail</b> <a href="mailto:paulclements@nhs.net">paulclements@nhs.net</a></p> <p>Pendragon House Royal Cornwall Hospital Truro TR1 3LJ</p>

	foods eaten to extensively limited diets, allergies and poor growth.	
<b>School Nurse Team</b>	Your School Nurse is available to your child and family from when they start school until they transition into adult services. This means your School Nurse will be accessible and visible to children and young people through primary school to secondary school with the aim of promoting health and wellbeing of the school aged population. Your School Nurse will support your child with any health issues when transitioning into adult services.	<ul style="list-style-type: none"> <li>• Health visiting and school nursing</li> <li>• Together for Families New County Hall Truro TR1 3AY</li> <li>• 01872 322779</li> <li>• <a href="mailto:hvsnadvice@cornwall.gov.uk">hvsnadvice@cornwall.gov.uk</a></li> </ul>
<b>Special Education Needs (SEN) Service</b>	<p>The Statutory Special Educational Needs (SEN) Service is responsible for:</p> <ul style="list-style-type: none"> <li>• The Education, Health and Care (EHC) needs assessment processes</li> <li>• The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans</li> <li>• The maintenance and review of existing Statements of SEN and EHC plans</li> </ul> <p>The team work with:</p> <ul style="list-style-type: none"> <li>• education settings</li> <li>• families</li> <li>• a range of services and other local authorities</li> </ul> <p>They make statutory arrangements for children and young people with the most complex SEN.</p> <p>They also handle school admissions for children with an Education, Health and Care (EHC) Plan.</p>	<p>Statutory SEN Service</p> <p>3 West New County Hall Truro TR1 3AY</p> <p>Tel: 01872 324242</p> <p>Email: <a href="mailto:statutorysen@cornwall.gov.uk">statutorysen@cornwall.gov.uk</a></p>
<b>Speech and Language Therapy</b>	<p>Our team specialise in speech, language and communication needs</p> <ul style="list-style-type: none"> <li>• We train and coach primary and secondary school settings about SLCN</li> <li>• Schools may need to use specific strategies with children and young people with SLCN. Our Speech and Language Therapy Assistants can deliver coaching to school staff</li> </ul>	<p>Communication Support Team</p> <p>01726 226882</p> <p><a href="mailto:cst@cornwall.gov.uk">cst@cornwall.gov.uk</a></p> <p><b>Website:</b> <a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/communication-support-salt/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/communication-support-salt/</a></p>

<p><b>Vision Support Team</b> Vision Support Team is part of the Sensory Support Service within Education in Together for Families.</p>	<p>The Team supports children and young people with vision impairments across Cornwall in the home, pre-school setting, primary school, secondary school or college.</p>	<p>Sensory Support Team Lead: Trudy Chappell Educational Audiology Centre <b>Address:</b> Priory Road, St Austell. PL25 5AB <b>Telephone:</b> 01726 226882 <b>E-mail:</b> <a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a> Website: <a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/</a></p>
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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?

We regularly assess the children, and discuss whether a child would benefit from extra help. We would then talk with you to discuss any intervention. If you have any concerns about the needs of your child, you are encouraged to speak with the Special Needs Coordinator (SENDCO) Mrs Sara Haden or the class teacher.

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

The Local Authority and the School Governing Body is ultimately responsible for your child, but delegate day-to-day responsibility to the Headteacher and her staff.

### 3. How will school staff support my child?

The class teacher will have the highest expectations for your child and for all the pupils in their class. He/she will build on what your child already knows, can do and can understand. The teacher and the support staff will carefully check on your child's progress, and decide, in consultation with you, on any extra support needed to help them make the best possible progress.

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

You will receive annual written reports and invited to attend termly parent and teacher meetings to discuss your child's progress and ways to support them best at home. You are also welcome to make additional appointments if you have any concerns at all.

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

There are a wide range of specialist services, including Speech and Language Therapy, Dyslexia Service, Child and Adolescent Mental Health Service (CAMHS), Autistic Spectrum Team and Sensory Service.

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

All children are fully included in all activities, including school visits, and any reasonable adjustments will be made to ensure there is no discrimination.

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

The staff within the school carefully plan the transition from one year to the next and from Key Stage 1 to Key Stage 2. We work closely with the secondary schools; Sir James Smith's School, Camelford and Budehaven Community School, to ensure children make a positive transition to Key Stage 3. This is done through staff visits to Boscastle, transition days where children visit their secondary school to follow a sample timetable towards the end of the summer term and collating information in a Transition Book. Provision might include an enhanced transition plan with additional supported visits to the next class/ school and an adapted Transition Book.

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



The school budget, received from Cornwall Local Authority, includes funding for supporting children with SEND and for children eligible for Pupil Premium. The Headteacher manages the budget for Special Educational Needs in consultation with the school governors and the SENCO, on the basis of needs in the school.

The Headteacher, staff and the SENCO discuss all the information they have about SEN in the school, including:

- The children receiving extra support already.
- The children needing extra support.
- The children who have been identified as not making as much progress as would be expected, and decide what resources, training and support are needed.
- All resources, training and support are reviewed regularly, and changes made as needed.