



Treloeweth Primary School Local Offer

Treloeweth school has an inclusive ethos and aims to ensure children's entitlement to a broad, balance and relevant curriculum by setting suitable learning challenges, responding to children's diverse learning needs and by overcoming potential barriers to learning. The school is aware that, vital to a child's progress, is a healthy self-esteem and, to this end, a range of opportunities exist to develop personal and social skills, self-esteem and confidence. Tolerance and acceptance of others is an explicit aspect of the school ethos.

All adults within the school respond to children's diverse learning needs by considering that:

- ☐ The learning environment is appropriate
- ☐ The children are motivated and able to concentrate
- ☐ Teaching approaches provide equality of opportunity
- ☐ Personal targets are set for learning
- ☐ Appropriate approaches to assessment are used.

We are pro-active in our support of individuals through the Pastoral Team

Our whole school ethos is "Curious, Kind, Connected" and we actively promote this in all aspects of school life, and beyond, in order to develop pupil's life skills and ensure their readiness for the future.

Name of the Special Educational Needs/Disabilities Coordinator: Jo Stoddern

Contact details: 01209 216192

Link to Special Educational
Needs Policy

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Link to Equality and Diversity
Policy

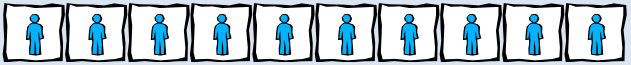
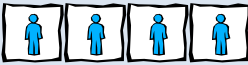
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Link to Accessibility Plan/Policy

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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 
• The views and opinions of all children are valued. • Pupil Voice is heard through: • Annual whole school review • Election of a school council • Pupil conferencing	• Pupils with SEND are included in all consultation groups	• TAs and Lead Professionals act as an advocate for children where necessary • Individual support is in response to the views and needs of the child • The child's views and opinions are sought before Early Support, PEP and SEN reviews. • Pupils play an active role in their own All About Me forms and targets • Where possible, pupils are encouraged attend PEP or SEN review meetings

2. Partnership with parents and carers

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Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The school works in partnership with all parents and carers. • The parents/carers of all pupils are invited to parent consultation meetings in Autumn Term; attendance at meetings is good. • Reports are sent home twice each year, in Spring and Summer terms. • The school website and Class Dojo pages enable parents/carers to understand more about what their child is learning • Throughout the year parents are invited to attend information sessions. • Parents' views are sought in the Annual School Review via a questionnaire. • Parents are encouraged to support their children in their homework. • Home visits take place for all children in EYFS and there is an induction for all pupils new to the school. • The school has an open-door policy and parents are welcomed to share concerns or ideas.	• Reading is offered to selected children throughout the school. • The school has been commended for its partnership work with outside agencies. • Where possible, parents are invited to attend performances and events.	• The Behaviour Champion and EMHP closely with parents to support their children's emotional well-being. • Where a need cannot be met within the school the families are signposted to the relevant agencies including, but not limited to: ☐ Early Help Hub ☐ Family Support ☐ Kernow Young carers ☐ Speech and Language ☐ Educational Psychologist ☐ Occupational Health ☐ Speech and Language Therapist ☐ CAMHS ☐ ASDAT/ Neurodiversity Pathway ☐ Penhaligon's Friends • Parents are an integral part of Early Support, PEP and SEN reviews.

3. The curriculum

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Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The curriculum is designed to ensure the inclusion of all pupils and has three key themes throughout the school year. • Learning objectives and tasks are differentiated according to individual needs. • All pupils, regardless of their ability and /or additional needs have full access to the curriculum. • Speech and language opportunities are developed across the curriculum • Assessments, (including dyslexia and cognitive ability tests) are used to identify pupils' needs and to inform provision. • Visual timetables and aids support understanding for all children. • Maths Whizz is available to all children from Year 2	• Pre and Post teaching is provided by teaching assistants in each class • Intervention programmes are bespoke and needs led. • Small group interventions include: ☐ Read, Write Inc Fresh Start ☐ Read, Write, Inc Phonics ☐ Numicon – Closing the Gap ☐ Counting to calculate ☐ Pre and Post Teaching in groups or on a 1:1 basis ☐ Number Sense ☐ Ready to Progress ☐ One Tab ☐ Herts Reading Project ☐ Write from the Start ☐ FunFit ☐ NESSY	• Teaching assistants are employed to support the provision of some children with Education, Health and Care Plans • Pupils with specific needs may access adult support and interventions, as appropriate, to access the curriculum, including: ☐ Speech and Language ☐ Pastoral Support ☐ TIS support ☐ Following Occupational Therapy care plans ☐ Reading Recovery ☐ Precision teaching of sounds / words and spellings ☐ NESSY ☐ Play Therapy ☐ EMHP

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
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• Quality first teaching is in place in all classrooms and is monitored through observation and learning walks by members of SLT • Teaching and learning is adapted to ensure all children are engaged and challenged • Early identification of children requiring additional support. • Inclusive learning opportunities are planned and incorporate different learning styles • Learning intentions and success criteria are shared with all pupils in each lesson and differentiated accordingly • Marking and feedback follows clear and consistent guidelines and promotes independence and responsibility for learning • Educational visits / visitors provide enhanced learning experiences and engagement	• Teachers are responsible for the allocation of teaching assistants supporting groups within the class. • Children not making progress are placed 'On Alert' and interventions are planned for. • They are discussed with SLT and the SENCo at Pupil Progress Meetings. • Interventions support learning within the classroom. • Progress of On Alert children are monitored by the class teacher and SLT on a termly basis.	• Individual Assess, Plan Do Review; Individual Provision plans and All About Me's outline provision for individual children • Enhanced adult support is in place for students who need more focussed help • Recommendations from outside agencies and professionals are followed and included on Individual plans. • Specialist equipment or resources are allocated as advised and required.

5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
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• Promotion of pupil independence through the 4Rs: Resilience, Respect, Resourceful, Responsible • ICT is used to support learning • Visual timetables and traffic light systems in classrooms	• School provides targeted support for groups of children and aims to develop practical skills and knowledge as well as boosting self-esteem and confidence • Behaviour champion work with focus children	• Use of Now and Next boards and Choosing boards for individual children to become more independent in their learning • Use of 'time out' cards where appropriate to support children to self-manage their own behaviour • Children with more complex needs may have access to specific technology and equipment • Use of task management boards and individual timetables to support independence • Use of timers to support children • Individuals have access to ICT to record their learning.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
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• Weekly pastoral team meetings consider individual pupil concerns (referred by class teachers or other staff in the school) • Robust behaviour policy within the school with clear rewards and sanctions, consistent across all year groups. Children achieving all their Diamond time throughout the term earn termly rewards. • Promotion of pupil independence through the 4Rs: Resilience, Resourceful, Respect and Responsible • Free access to Wake and Shake is offered to all children at the start of the school day • Breakfast club • Circle time activities • Dedicated Fitter Future sessions in every class. • Designated teacher of PE • Play equipment to encourage movement during playtimes	• After school clubs are available and all children are able to access at least one extra-curricular club. • Children in KS2 access swimming lessons as part of their PE provision. • Healthy SATS breakfast for Year 6s during SATS week	• Behaviour champion and TIS practitioners support individual children • Advice and support is accessed from the Educational Psychologist, above and beyond the local statutory offer • An EMHP works with individual children and their families. • We support links with external agencies including: ○ CAMHS ○ Social Care ○ Dreadnought ○ Penhaligon's Friends ○ Occupational Therapy ○ Speech Therapy ○ Family Support ○ Gweres Kernow • Health Care plans are in place for individual children

7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
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• All children have opportunities for social interaction regardless of need • Funding is provided to contribute towards the cost educational visits and external visitors (such as theatre companies, authors etc) • Visitors to the school are welcome for class talks, assemblies and presentations • There is a whole school ethos to welcome visitors to the school and treat people with respect. • There is a whole school focus on keeping safe, with a particular focus on online safety. • The school has achieved the CEOP Award • Classes prepare and perform Christmas productions	• Community events are supported and participated in: ○ Festival of Light ○ St Piran's Day ○ Murdoch Day ○ Community Carol Service	• Use of social stories to support individual children • Planned paired and groups for individual children • Buddy system in the playground to support less able / confident pupils
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8. The physical environment (accessibility, safety and positive learning environment).

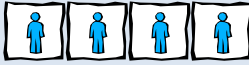
Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
• The whole site is secure • All areas of the school are accessible to everyone including those with SEND • The school reviews shows that pupils feel safe in an environment where bullying is minimal and dealt with effectively	• Our Behaviour Champion and well-being team offer quiet and supervised areas for times when children find it difficult to manage in lessons or whole class situations • There is a dedicated meeting room to ensure privacy and	• Named adults are trained in Team Teach and provide support to individual children as necessary • Classrooms are made accessible for those children with sensory needs • Advice is sought from Occupational Therapists and Disability and

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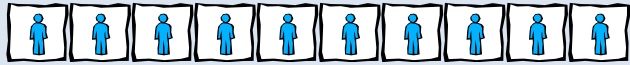
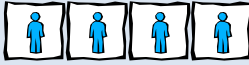
• There is a named Designated Safeguarding Officer and two Deputies, and a designated teacher for Children in Care. • The school environment is inviting, interactive and supports learning. There is consistency across the school • There is a focus on rewarding good behaviour to promote a positive learning environment • There is a robust behaviour policy in place and rewards and sanctions are used consistently • Regular health and safety checks are completed throughout the school • All staff have attended PREVENT and safeguarding training • Key staff are trained in Safer Recruitment • Five members of staff have attended Fire Marshall / Warden training • Regular fire drills and a lockdown procedure is in place. • There are at least three members of staff who hold First Aid at Work qualifications • Most TAs hold Emergency First Aid certificates and the EYFS Team hold Paediatric First Aid certificates • Risk assessments are completed prior to educational visits and the introduction of new equipment.	confidentiality • There is a designated quiet / safe space for children to use	Access teams to ensure that we are meeting the needs of individual children. • According to need, individual risk assessments are created.
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9. Transition from year to year and setting to setting

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Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
• Strong links with secondary settings • Strong links with local nurseries • Planned transition and meet and greet days in the summer term where pupils meet their new teachers. • Home visits for EYFS children • Prospective parents are invited to EYFS open days during the autumn term.	• The pastoral team identify groups of children who may need additional support with transition from KS2 to KS3 and support liaison with the settings, as well as identifying those who need support with transition from class to class. • Year 2 experience playtimes in the KS2 playground in the summer term • Our EYFS teachers visit nursery settings prior to children starting school • Home visits take place for all children in the EYFS • Postcards sent home to selected children over the summer holidays	• Annual reviews of EHCPs in Year 5 plans secondary transition in advance • Extended transition opportunities for individual children • Designated staff liaise with settings where pupils are transferring from other schools to support a smooth transition • Support and advice from the Early Years Inclusion Service is accessed when there are children with more complex needs joining the school • Communication passports for more vulnerable children • Where possible, key staff remain to the same in order to support transitions within school.

10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
		
• Structured Conversations • The use of visual supports in school	• Safeguarding Tier 3 • Attachment training	• Team Teach • Use of traffic lights to support

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• Safeguarding Tier 2 • Bereavement and Critical incident in schools • The impact of trauma and suicide in schools • The role of the SEN Governor • Mental Health Matters • Early Communication • Safer recruitment • Prevent • Autism Awareness • Dyslexia Awareness • Sensory Processing • Operation Encompass • Effective Teaching assistants • Emotion Coaching	• ASD friendly classroom • Dyslexia • Social communication transition • From counting to calculating • Every child a talker • Project X • Numicon • Read Write Inc – Fresh Start • Language for Learning • ASD • Speech and Language	visual learners • Diabetes training • Epi-Pen training • Supporting Visually impaired children in the classroom • Supporting hearing impaired children in the classroom
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapy Service	Assess and make recommendations for children with expressive (speaking) and receptive (understanding) language difficulties	New referrals: 01208 252626 Cft.saltrequestforhelp@nhs.net Existing referrals: 01208 834488
Educational Psychology Service (Cornwall Council)	Assess and make recommendations for children with more complex learning needs	Telephone Advice Line (Weds 2-5) 01872 322888 educationalpsychology@cornwall.gov.uk
Educational Psychology Sali Kew-Jones	Assess and make recommendations for children with more complex learning needs	Dolcoath Offices, Dolcoath Road Camborne EPandASTBusinessSupport@cornwall.gov.uk

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		v.uk 01579 341132 0300 1231 116
Social Care Multi Agency Referral Unit (MARU)	Co-ordinate support for families with more complex difficulties	
Family Support Service	Support families in the home when difficulties arise.	01872 322277 www.cornwall.gov.uk/earlyhelp
Occupational Therapy Service	Assess and make recommendations for children who are experiencing difficulties in the school environment	01872 254531
Physiotherapy Service	Assess and make recommendations for children with physical difficulties	01872 254531
ASD Team	Support schools and families with children with a diagnosis of ASD (Autistic Spectrum Disorder)	EPandASTBusinessSupport@cornwall.gov.uk
Education Welfare Service	Support for schools and families in dealing with attendance issues	educationwelfare@cornwall.gov.uk
Penhaligon's Friends	A charity providing support for young people who have been bereaved as well as providing support for schools when a bereavement or critical incident occurs	01209 210624 / 01209 215889 enquiries@penhaligonsfriends.org.uk
Hearing Support Service	Support schools and families of children with a hearing loss	Hearing.support@cornwall.gov.uk
Vision Support Team	Support for schools and families of children with a visual impairment	vision.support@cornwall.gov.uk
Cognition and Learning Service	The service works with learners with Specific Learning Difficulties	cognitionandlearning@cornwall.gov.uk

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	(SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome).	
School Nurse Team	Health support for children and families	01209 318522 www.cornwall.gov.uk/earlyhelp
Physical Disabilities Team	Provide support for schools and children with physical disabilities who attend mainstream schools	01209 616962 children@cornwall.gov.uk
Gweres Kernow	Provide information and advice to young people about sexual health and well-being	01872 326791 children@cornwall.gov.uk
Kernow Young Carers	Support for children and young people who provide care for a family member	01872 321486 kernowyoungcarers@actionforchildren.org.uk
Cornwall Parent Partnership	Provide independent information, advice and support for children and families with Special Educational Needs and Disabilities	01736 751921 www.cornwallsendiass.org.uk
Early Support	Support in the co-ordination of services for children with additional needs	01872 322277 www.cornwall.gov.uk/earlyhelphub
Early Help	Provide positive, preventative and early help for children, young people and families	01872 322277 earlyhelphub@cornwall.gov.uk

12. How we measure pupil progress.

Assessment of all pupils is ongoing at Treloweth School. Children are assessed formatively during and after lessons to track progress. Assessment informs the next steps in planning and ensures that children are set sufficiently achievable, yet challenging targets. Children are assessed termly using

PIRA (Reading) and PUMA (Maths) Assessment. These results are used to inform assessment and placed on SONAR, our assessment tracking system. Pupil assessments form the basis of pupil progress meetings with the Head teacher and / or other members of SLT. In addition to this, pupils may have individual targets which are closely monitored by the class teacher, supported by the SENCo.

13. How we know how evaluate our SEN provision.

Children with Special Educational Needs are placed on the school Record of Need and each have an ILP (Individual Education Plan) or Individual Provision. These comprise targets which are set after discussion with the SENCo, class teacher, parents, pupil, and where appropriate, external professionals. Plans are reviewed each term in meetings with contributions from parents, pupils, class teacher and/or SENCo, where progress is evaluated and next steps are planned for. Progress of children with SEN is tracked and monitored using the whole school assessment tracking system.

14. If you wish to complain

The school operates an open door policy where parents are invited to come and discuss any concerns with their child's class teacher and/ or the Headteacher. Treloweth Primary School prides itself on working with parents to resolve any issues that may arise.

Parents wishing to make a complaint should follow the procedures set out in the School Complaints policy which is available on the school website.

If you have any further questions about Special Educational Needs in our school, please do not hesitate to contact either Mrs French (Headteacher) or Mrs Stoddern (SENCo) on 01209 216192, or please do come into school for a visit.

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

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

Answers to Frequently asked Questions about The Local Offer and Special Educational Needs Provision at Treloweth Primary School

1. What is the Local Offer?

The [Children and Families Bill](#) became enacted in 2014. Local authorities are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. A further key role for the Local Offer will be to inform the joint commissioning for children and young people with SEN and disabilities by setting out in a single place what is available locally.

What has changed and why?

Originally introduced some 30 years ago, the concept and definition of special educational needs (SEN) will remain. However, familiar terms and procedures such as 'school action', 'school action plus' and 'statement' will be replaced by the Local Offer; School Support; Education, Health and Care Plans and the option of personal budgets. One of the key intentions of these changes is to improve parental accessibility, choice and control in a system which can be seen as being overly complex and time consuming. The small proportion of children with special educational needs who currently have a statement will have a single assessment and an Education, Health and Care Plan. Those whose needs were previously met through school action and school action plus, will form a single broad group of children whose special educational needs will be met through the Local Offer (broken down into On Alert, and School Support). So, the Local Offer will be very important in providing information and advice to parents about what arrangements, services and provision they might expect to be normally available to meet SEN in children and young people whose needs do not require an Education, Health and Care Plan.

2. How will the school let me know if they have any concerns about my child's learning in school?

Your child's class teacher will discuss any concerns they may have at parent consultation meetings. Concerns may be based on observations they have made, or where they have identified particular difficulties that your child may have. If your child has been identified as making little or no progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

3. How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher. If you are still not happy you can speak to the school SEND Governor.

4. What are the different types of support available for children with SEND?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

These groups of children may be classed as On Alert, which means they have been identified by the class teacher as needing some extra support in school.

For your child this might mean:

- They will engage in group sessions with specific targets to help them to make more progress.
- A Learning Support Assistant or Teaching Assistant will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups

AND/OR Individual support for your child of less than 20 hours in school

Children will be placed on the Record of Need as School Support which means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy(SALT) Service.

For your child this might mean:

- Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing a more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

A specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Support Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychology Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to

make good progress. If this is the case they will write an Education Health Care Plan. If this is not the case, they will ask the school to continue with the support at School Support.

- The EHC Plan will outline the number of hours 'top-up funding' for individual/small group support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. This type of support is available for children whose learning needs are:
 - Severe, complex and lifelong
 - Need more than 20 hours of support in school

5. How will teaching and learning be adapted for my child's needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

6. What support is available for parents of children with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual plans or provision will be reviewed with your involvement each term.

- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

7. How will we measure the progress of your child?

Your child's progress is continually monitored by his/her class teacher.

- Progress is reviewed formally every term and an assessment given in reading, writing and maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum 'levels', a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at School Support will have an Individual Provision plan, some may have termly targets which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

8. How accessible is the school environment?

Treloweth Primary School is fully accessible to all children; it is on the same level with wide doorways. The playground can be accessed via sloped pathways.

We ensure that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

Extra curricular activities are accessible for children with SEND.

9. How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Individual plans and profiles will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The Class Teachers will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

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

The school budget, received from Cornwall LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children getting 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 is needed.

All resources/training and support are reviewed regularly and changes made as needed

11. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Special Educational Needs Co-ordinator (SENCo)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and being involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT Inclusion know as necessary.
- Writing Individual Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

12. How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCo's job is to support the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, Dyslexia Service and SALT.

13. Who are the other people providing services to children with a SEN in this school?

Directly funded by the school:

- Class teachers and teaching assistants throughout the day.
- Speech and Language Therapist
- Behaviour Champion
- TIS Practitioners
- Teaching assistants delivering interventions (including maths, social skills, reading, phonics, writing and speaking and listening)
- Speech and Language Teaching Assistant
- Reading Recovery Teaching Assistant
- Educational Psychology Service
- Education Welfare Service

Paid for centrally by the Local Authority but delivered in school:

- Autism Support Team
- Sensory Service for children with visual or hearing needs

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- Speech and Language Therapy (provided by Health under community work)
- Cognition and Learning Services

Provided and paid for by the Health Service but delivered in school:

- School (Community) Nurse
- Occupational Therapy
- Physiotherapy
- Neuro Developmental Assessment Team
- CAMHS