



CARCLAZE COMMUNITY PRIMARY SCHOOL

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

Carclaze School prides itself on providing an inclusive environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Quality teaching and differentiation enables all children to access learning at an appropriate level. Carclaze uses an immersive curriculum and REAL projects in order to make learning both interesting and meaningful for all our pupils. A storytelling approach is used to enrich children's literacy experience through the magic of stories. All our children can enjoy and participate in a broad and exciting curriculum with additional extra-curricular activities such as trips and after school clubs available to engage their interest and develop pupils' social, academic and physical skills. However, there are circumstances and times when children may need additional support to overcome barriers to learning. When this occurs we involve parents and provide an individual plan to target appropriate support called 'Next Steps' which we review termly. We may also access additional expertise and advice from out in school team or outside professionals. We have highly trained speech and language assistants, an Autism Champion, a Dyslexia Champion, a Learning Mentor and trained councillor working as part of our inclusion team to support children who have additional needs. Carclaze School celebrates the diversity and individuality of all its children and aims for all children to fulfil their potential.




Co-ordinator of Special Educational Needs and Disabilities: Janet Bond
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Link to Special Educational Needs Policy, Single Equality Scheme and Access Plan
www.carclazesch.org/website/our_policies/303408











The levels of support and provision offered by our school

1. Listening to and responding to children and young people

<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 views of all children are listened to and valued. • Children's opinions are voiced to the school through: <ul style="list-style-type: none"> • Pupil interviews • School Council • Questionnaires • The teachers and Head Teacher are always available to listen to and value pupils' experiences and views. 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups. • Additional provision is developed in light of pupil voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the needs and views of the pupil. • Pupils' views are an integral part of TAC meetings, SEND reviews and the development of EHC Plans. • Pupils play a central part in reviewing Next Steps (Individual Education Plans). • Documentation is presented in a format that is accessible to pupils. • The children have opportunities to meet and talk with the SENDco.




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • We work in partnership with all parents and carers. • Parents are kept informed of events and work undertaken via the school newsletter and website. • The parents/carers of all pupils are invited to attend parent/carer consultations termly for children who have special educational needs. • Our school encourages open dialogue between families/parents and teachers are available at the start and end of the school day. • Parents/carers are encouraged to contact class teachers initially with any concerns. • Parents are able to contact school with concerns at any time. • The website enables parents/carers to understand more about what their young person is learning. • Parents are encouraged to engage in one- to-one reading and comprehension skills at home with their child. • Written reports are sent home once a year. • The SENDCo Janet Bond is always available to meet with parents. • Parents are encouraged to share their expertise and experiences and volunteer in school for example, 	<ul style="list-style-type: none"> • Parents are invited to engage in discussing 'Next Steps' if their child is identified as having additional needs and requiring additional supported. • Parent workshops are offered to parents and carers regarding supporting their young person at home e.g. literacy and numeracy skills, behaviour management strategies. • The 'Friends' of Carclaze work with the school's leadership to support the school and welcomes new members. 	<ul style="list-style-type: none"> • Support is available to discuss and explain paperwork. • Parents and carers are supported in attending, and are actively involved in all TAC meetings and reviews. • Parents' and carers' views are an integral part of TAC and SEND review meetings. • All documentation is presented in a format and language that is accessible to individual parents. • Options are signposted and parents supported to access additional support, if specialist advice and support is needed, either at home or at school. • Home school communication books are provided for children when this is helpful. • Professional Advocacy is available and signposted to parents if required through the parents Carer Council or SENDIASS service.




helping with cookery, art projects or hearing readers. <ul style="list-style-type: none"> • REAL project outcomes are shared with parents termly. 		
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3. The curriculum

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 curriculum is designed to ensure the inclusion of all students. • Progress of all students is measured on a regular basis and summative assessments are monitored through pupil progress meetings every term. • All students, regardless of their ability, have full access to the curriculum. • Assessments (including dyslexia screening tests) are used to identify pupils who need specific interventions. • Our curriculum caters for all learning styles and we included outdoor learning as much as possible for meaningful learning in the natural environment to engage the children and enrich the curriculum. • All students are encouraged to develop independence in overcoming learning challenges such as using the 5 Bs 	<ul style="list-style-type: none"> • Interventions are specifically targeted to meet individual needs and to enable children to fulfil their potential. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group interventions can include: Literacy – Phonological Awareness, Fischer Family Trust, Read Write Inc, reading, Accelerated Reader, comprehension, spelling, writing etc Handwriting, Maths, Speech and Language, Social skills, Anger Management Skills and Fine motor skills and Gross motor skills. 	<ul style="list-style-type: none"> • Pupils are supported in following their interests regardless of any special educational need and/or disabilities. For example, a pupil with a physical impairment is given the support they need to access sports clubs. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • An individualised curriculum is planned for some pupils in some areas of the curriculum based on their specific needs. • A few children with multiple and complex needs may access 1:1 support. • If additional advice and strategies are needed to support a pupil the SENDCo in agreement with parents/carers will work with outside

<p>(Brain, Board, Book, Buddy, Boss) and accessing resources such as phonic mats and Numicon.</p> <ul style="list-style-type: none"> • Extra-curricular activities are actively encouraged and reasonable adjustments made to allow children to attend and participate in any out of school activities • Teachers and support staff work with all groups of children to ensure learning is appropriately supported, consolidated and deepened. 		<p>agencies and teachers to ensure pupils' have every opportunity to fulfil their potential to achieve and be happy at school.</p> <ul style="list-style-type: none"> • Adjustments are made in order to enable children to access assessment arrangements such as SATs these may include coloured backgrounds on paper, increased font sizes, movement breaks, access to a key board or scribe, access to a reader or additional time.
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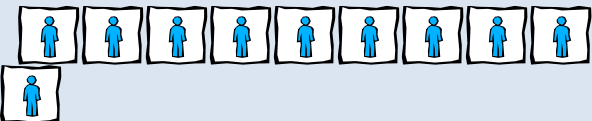


4. Teaching and learning

<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"> • Lessons are carefully planned to cater for different learning styles. • Depending on the activity, pupils may work independently, in ability groups or in mixed ability groups. Children may have 1:1 or small group support at times. • Children are engaged in taking responsibility for learning through selecting their work and choosing where to work. 	<ul style="list-style-type: none"> • Class teachers, teaching assistants and the SENDCo share information to ensure that pupils with SEND have targeted support and provision. • Teaching assistants/ teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding and learning - facilitate learning - foster independence - keep pupils on task 	<ul style="list-style-type: none"> • There are regular Next Step (IEP) reviews and meetings with parents. • Next Steps (IEPs) are reviewed and targets and provision updated regularly. • Multi-agency meetings are used to review areas of difficulty and levels of support. • Individualised learning intervention programmes are used to ensure

<ul style="list-style-type: none"> • Learning objectives are shared, displayed and discussed at the start of every lesson. • Success criteria are used and may be differentiated at times. • Literacy is taught through a multi-sensory story telling approach. • Shared reading/writing and modelled writing are used to support learning. Good work may be used to explore and exemplify good practise. • Pupils' work is regularly marked with feedback supporting learning according to the school's marking policy. • Working walls are used to display key vocabulary and key terms to support learning. • Pupils have opportunities to record their learning in a range of ways. • There is regular assessment of pupils' progress and attainment using Progression level data (P levels) and age related expectations. • Data is used to track progress and identify pupils and groups who will benefit from additional support or intervention. • There is regular contact with parents through home/school book/telephone contact/meetings/ open door policy. • Whole school rewards/ behaviour policy is consistently implemented to support positive learning behaviours. • Visual timetables are used in all rooms. 	<ul style="list-style-type: none"> • Teachers and Teaching assistants support all ability levels within the class across the week. • Pre-teaching of vocabulary may be used to support understanding or speech and language skills. • Independent learning is supported by the use of technology. For example; Laptops and iPads. • Groups/individuals may be identified for additional booster sessions (rapid intervention) based on the progress of morning learning. 	<p>progression against personalised targets.</p> <ul style="list-style-type: none"> • Daily contact with parents as and when helpful. • One-to-one support is in place for pupils who need more intensive support. • Resources such as fidget toys, sloped desks or pencil grips are available to enable pupils to access learning successfully. • Outreach from special schools is requested for advice and teaching and learning if needed. • Specialist support and advice is available from external agencies such as : <ul style="list-style-type: none"> • Educational Psychologists • Physiotherapists • Occupational Therapists • Speech and Language Therapists • Autistic Spectrum Support Team. • Dyslexia Advisory Service • Visual and Auditory Specialist. • Early Support Team • Special examination arrangements are made for internal and external tests (readers, scribes etc)
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<ul style="list-style-type: none"> • ICT is used to enhance learning in all curriculum areas. • All children are encouraged to adopt a positive attitude to learning and independently access the resources they need to complete their work. 		
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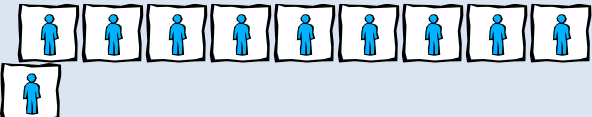


5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • Children are taught throughout the school to take responsibility for entering into class, putting away their reading folders and coats, changing independently for PE, taking care of possessions, being caring towards others and to take care of their environment. • Classrooms are accessible and resources are clearly labelled and available. • Children are taught and encouraged to take responsibility for their own 	<ul style="list-style-type: none"> • Phonics Mats, Tricky word Mats • Number Squares, Number ladders are accessible to support learning. • Pupils have access to: visual timetables, task cards, prompt cards etc. • Adults model play and supervise play at unstructured times. • Social Stories are used if needed to support understanding • Social skills groups. • Anger management groups • Table Time. 	<ul style="list-style-type: none"> • Personalised task boards and timetables are in place to support independence. • Teaching assistants working 1:1 with pupils aim to develop pupil independence. • Intimate care plans following advice from professionals aiming towards independence. • Appropriate equipment is available to enable all pupils to access learning and communicate as independently as possible.

<p>learning through strategies like the 5 Bs (Brain, board, book, buddy boss)</p> <ul style="list-style-type: none"> • Adults model expectations and appropriate interaction to support learning of social skills. • Whole school rewards and behaviour policy support good behaviour for learning. • All children are given opportunities to work independently. • There are consistent routines and behaviour expectations. • Pupils are involved in self –assessment of learning. • Regular PSHE lessons and teaching in response to events and school assemblies support the children’s social and moral development. • Intimate care plans (targets working towards independence) ensure children with additional physical needs are appropriately cared for. • Medical protocols ensure safe procedures. • Children are given responsibilities within class and school to develop their engagement with the school community and independence. • An emotions’ coaching approach to unwanted behaviours develops children’s ability to regulate their responses, 		<ul style="list-style-type: none"> • Reasonable adjustments are made to ensure trips and visits to ensure all pupils can access these experiences. • Specialist services provide advice and support regarding overcoming the barriers raised by physical disabilities. Pupils have personalised equipment to help them to learn such as sensory seat pads, coloured overlays • Pupils can if needed access the school counsellor and learning mentor. • Play therapy, Draw and talk therapy and Circle of Friends are available as needed or when helpful. • Thrive plans (a social and emotional development program) are available for pupils who need access to this.
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<ul style="list-style-type: none"> Children are taught about safe behaviours in a range of situations from road to online safety. 		
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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 staff receive regular safeguarding training and procedures and policies followed. There is a positive learning environment with excellent staff role models. PSHE lessons focus on developing confidence and self-esteem. Pupil issues are dealt with as they arise. Incidents of adverse behaviour are recorded on an online system and are analysed and support given where necessary. A number of staff are trained in first aid to ensure the safety of students. After school clubs are available for KS1 and KS2. PE co-ordinator, Penrice specialist PE teachers deliver PE throughout the school. Swimming lessons are provided for all year groups. 	<ul style="list-style-type: none"> Increased time is allocated to emotional development and understanding. Specific medical routines and programmes are implemented as needed throughout the school day. Social stories are used to develop understanding when helpful Teachers, and Senior leadership are easily accessible and liaise closely with parents with concerns. Draw and talk and play therapy interventions are used to support pupils with specific needs. Anger management groups are used to develop understanding of how to regulate emotions. Thrive Plans and Intervention are used to support social and emotional development. 	<ul style="list-style-type: none"> Individual Risk assessments are completed for pupils who find it challenging to manage their physical behaviour. Children who find the school environment challenging will have individual behaviour plans and safe handling plans. There will be increased joint planning between parents, school and multi-agencies for children with SEMH needs. Individual targeted plans will be created to support each individual. TAC meetings, Early support meetings and reviews involving a joint approach by a range of agencies including health and social care professionals are used to work towards specific outcomes for the pupil and family.

<ul style="list-style-type: none"> • Risk assessments are undertaken for activities and trips involving pupils. • An Emotions' Coaching approach to issues teaches pupils' emotional literacy and how to respond to problems. • The school works cooperatively with a range of medical professionals such as Epilepsy Nurse, school nursing service, Physical Disabilities Officer to ensure that physical and medical needs are appropriately met. • 		<ul style="list-style-type: none"> • Additional support for pupils can be requested from a range of external agencies. • Pupils with specific medical conditions have individual health care plans • Adults supporting children with specific needs will access additional training in order for those needs to be safely met. • Thrive assessments are completed for children who need additional social and emotional support. • Support is signposted to parents and parents helped to access outside agencies if this is helpful. • Some children will access resources which help reduce their anxiety and worry levels. • As needed additional support is requested from: CAMHs (Children and Adolescent Mental Health Service) Social Care Dreadnaughts Penhaligon's Friends Community Nurses School Nurses CLEAR
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7. Social interaction opportunities

<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 pupils have opportunities for social interaction regardless of need. • All pupils are part of a class with named class teacher/s • All pupils are invited on trips and visits. • All pupils have opportunities to access residential trips. • All pupils have opportunities to represent the school at outside events involving sport and music, • All pupils have opportunities to attend a range of extra-curricular clubs. • Adults leading play during lunch times • . Our school council represent the children in meetings and are involved in meeting and greeting visitors. 	<ul style="list-style-type: none"> • Buddies for vulnerable pupils. • Social stories and social skills groups • Thrive plans and interventions • Social skills group 	<ul style="list-style-type: none"> • Social stories are used to support individual pupils • Thrive plans and interventions • Sporting events such as sportability provide opportunities for social interactions. • TA's working with individual students support development of social skills and may deliver specific programmes such as Time for Talk Do You Have A Volcano in your Tummy?




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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • Access Plan in place and is revised regularly. • All areas of the school are accessible to everyone including those pupils with SEND. • There is wheel chair accessibility to classrooms. • There is a disabled toilet on site. • Pupils feel safe in an environment where bullying is not tolerated. • There is a named Safe Guarding Lead Simon Polloard and Cover Amanda Colwill and a named Child in Care person. • All adults working with children are CRB cleared. • All areas of the school are engaging and all classrooms support learning. • Teachers focus on rewarding desired behaviours to promote a positive environment. • The rewards and sanctions system is consistent and robust and it is displayed in each classroom across school. • There are stimulating external play areas which reduce unwanted behaviours. • Children are taught how to keep themselves safe in a range of situations from handling fireworks to online safety. • The individuality and uniqueness of all children is celebrated and recognised through reward assemblies and displays. • Cyclewise • Swimming • First Aiders • Interactive displays 	<ul style="list-style-type: none"> • Quiet activities available to all children at break times. • Key staff are team teach trained to confidently diffuse challenging behaviour in a calm, positive manner. • Sloping desk stands are available for table tops. • Various sensory resources available such as fidget toys and coloured reading rulers. • Quiet areas in class rooms are provided when needed. • motor skills programmes and Fun-fit programmes • small group areas • 	<ul style="list-style-type: none"> • Vulnerable children have calming and re-energising breaks planned. • Resources are made available support learning and inspire confidence. • Specialist communication aids are in place where needed. • Specialist equipment eg peanut ball • A lift provides access to all levels • There is a disabled changing area/toilet • Staff are aware of and implement the intimate care policy.
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<ul style="list-style-type: none"> • Appropriately sized tables, chairs and furniture for each class to give full access for pupils. • Range of furniture for children to sit on/ work on to meet their sensory needs 		
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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"> • We have strong links with a range of pre school settings which are all visited before transition. The nursery children visit school regularly in the summer term before they start. • School staff visit our feeder nurseries and preschools to observe children and discuss their needs • We have a meeting for new reception parents during the summer term, the Senior Leadership Team, SENDCo, and Speech and Language team are introduced and are available to meet with parents. • Each parent has an individual meeting with their child's teacher and the pupil is shown where their coat peg will be, where their book bag needs to go and how to move their card for self-registration. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Additional visits are arranged for pupils who are particularly vulnerable at transition, both within school and with external transitions. • Additional arrangements e.g. transition booklets • Transition meetings take place for TA / support staff handovers • Transition time provided for pupils who may be working with new supporting adults. 	<ul style="list-style-type: none"> • The SENDCo attends all EHC Plan annual reviews and supports smooth transitions between year groups. • The SENDCo meets with each teacher to review the children with SEND in their class at the start of Autumn Term. • The SENDCo meets children, parents and key workers prior to transition days. • The SENDCo observes children in previous educational establishments prior to transition. • There are individual transition visits with support staff. • Meetings with parents and colleagues from other settings.

<ul style="list-style-type: none"> • We have particularly close links with Penrice our designated feeder school. Penrice PE specialists deliver PE across the school and children have the opportunity to visit Penrice to use their sports facilities. • We liaise with Penrice throughout the year and children in KS2 visit for a variety of sessions across the curriculum. • Secondary staff attend statement/EHC plan annual reviews during the Autumn term. They visit pupils and staff early in the summer term to aid transition. • Pupils in year 6 attend their secondary school for transition activities and days. • Transition opportunities are provided in the summer term for children in the school to move to their new class and meet their new teacher. • All staff complete transition forms for every child at the end of the year. We timetable meetings at the end of the summer term for staff to meet to discuss transition information. • All children meet their new teacher and class Teaching Assistant in their new classroom before the end of term. 		<ul style="list-style-type: none"> • SENDCo meets with the Secondary SENDCo prior to transition. • Pupils' are engaged in completing a transition book so that it is meaningful and answers their questions.
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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> 
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<ul style="list-style-type: none"> • SENDCo holds National SENDCo Award completed in 2016 • Termly meetings between SENDCo and individual class teachers to ensure appropriate provision. • Training is provided from external and internal sources: • Teachers: Supporting Dyslexia in the classroom • Teachers/TAs Using Thrive to support SEMH • Specific TAs Responding to children with Allergic reactions • TAs Paediatric First Aid • HLTAs - Solution Focussed Communication training • TAs -Managing Behaviour training • Behaviour for Learning training • FS TAs - Observation and assessment training • Teacher - Healthy Schools Training • Safeguarding training • Year 1 Phonics training • Dyslexia Intervention Training • Maths Primary Network training • English Primary Network training • IPAD training • Read Write Inc Training for all teaching staff. • Singapore Maths Training • EY Maths – the tricky bits! • Nurturing boys – supporting boys in their learning • Dirty teaching – taking learning outdoors • Outdoor Learning Leader Award • 	<ul style="list-style-type: none"> • Autism champion training • Dyslexia champion training • FFT (3 day) training • BRP training • 2 TA's attended PA training • Teachers and TA's attended Supporting children with Hearing impaired training • Supporting children with communication needs training • Supporting children with Epilepsy • Supporting children with Diabetes • Team Teach training • Natural development training • Strategies for working with hearing impaired children • Learning and Memory interventions and strategies • Autism Champion Follow up training • Tackling underachievement • Autism and transition to secondary school • Making a difference for More Able pupils • Paediatric first Aid training • Thrive Training 	<ul style="list-style-type: none"> • SALT TA's attended Elkin Speech and language training • Level 2 Introduction to counselling concepts • Makaton training • Penhaligan's friends training • Suicide / Traumatic bereavement training • AQA Level 4 Diploma in therapeutic counselling • Applied Suicide Intervention Skills training • Foundation to Drawing and Talking therapy • Understanding self-harm • Building Emotional resilience in young people. • Supporting children with complex communication needs • Manual Handling Training •
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language (SALT)	Referrals can be made through school to the speech and language therapist. This may lead to further assessment and support program to be delivered at school and at home. A few children will have direct support from a speech and language Therapist,	01208 834488 cpn-tr.enquirslt@nhs.net
Educational Psychologist	The Educational Psychologist works closely with the SENDCo covering a range of work such as observing children, supporting staff in school working with specific children and delivering training. 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
CAHMS	Offer support to children to have complex mental health needs. A referral will have to be done by home, school or the school nurse.	http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp 01872 221400
School Nurse	The school nurse can help with a wide variety of issues such as eating, behavior,, bedwetting and sleep.	Please make an appointment to meet with the school SENDCo if you would like to access this service Referrals Via: The Early Help Hub

Autistic Spectrum Team	Support children with Autistic Spectrum Disorder and only work with children who have an official diagnosis.	Sarah Fodden Autism Spectrum Advisor 01726 223356
Cornwall Cognition and Learning Service	Provides support and advice for children who have specific difficulties with reading and writing and who need support which is additional and different to that which is readily available in school.	www.cornwall.gov.uk/cognitionandlearning 01579 341268
Early support Team	Provide coordinating support for children who have multiple areas of physical and educational need.	Early Support Co-ordinator - Nathan Wilce Tel: 01209 615650 nawilce@cornwall.gov.uk
Hearing Support Services	Support children with hearing difficulties or a hearing impairment.	Hearing.support@conwall.gov.uk 01726 61004
Vision Support Service	Support children with visual difficulties or a visual impairment.	Theresa Maunder Professional Lead Vision Support tmaunder@cornwall.gov.uk
Occupational Therapist	Occupational Therapy (OT) aims to support children and young people in getting the most from their lives and achieving their potential. The OT will assess your child's functional and sensory needs and will work with you and your family to enable your child to become as independent as possible. This is likely to include activities designed to increase range of movement, co- ordination and sensory awareness. The OT will give advice on personal care, play, schoolwork, and leisure activities. Specialist equipment to promote function and learning may be provided to help your child at school or home. This may include specialist seating, slanted writing boards, specialist cutlery or writing implements.	Tel 01209 213927

Penhaligon's Friends	Are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents. We have worked with Penhaligons Friends several times over the last few years and our Learning Mentor has attended several training sessions with them to help us support the children in our school who have suffered bereavements.	Tel: 01209 210624 http://www.penhaligonsfriends.org.uk/
SEN Assessment and Provision Team	Carry out assessment for statements and EHCP, and review and monitor implementation.	01872 322417

Answers to Frequently asked Questions

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

The school has an identification pathway, data and knowledge of the child is used to identify when a child needs additional or different support and provision in order to achieve their potential. All staff work closely with parents and parents are informed and consulted when we begin to have concerns about a child's behaviour or levels of achievement. The Head Teacher and SENDCo work closely with teachers and monitor pupil progress half termly. The SENDCo regularly discusses with teachers and closely monitors any children whose learning or behaviours may be beginning to raise concerns.

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

Make contact with the class teacher and/or the SENDCo and share your concerns. We are keen to hear your views and ensure that we are doing everything possible to help your child succeed.

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

The class teacher is responsible for the progress and success of all the children in their class.

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

This will depend upon the level of and type of need your child has. But the curriculum may be differentiated, a variety of ways of recording work and understanding may be used, extra support or intervention may be provided or additional resources may be used. There are times when children may need to work in an intervention group or and in some instances where needs are greater than 1:1 support may be provided.

5. How will school staff support my child?

The school staff will get to know your child as an individual and will support your child by using the most effective strategies to overcome their barriers to learning. This could involve using pre learning, and breaking instructions down into smaller steps, or revisiting learning to support memory difficulties.

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

There are termly meetings between class teachers and parents and an end of year report. If your child has additional needs they will have a Learning passport with specific targets. You will review and set these in a termly meeting with the class teacher. Carclaze School has an open door policy and staff are happy to meet with parents on request to provide updates and feedback or to respond to questions,

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

Carclaze School takes the wellbeing of its pupils very seriously and works closely with parents to ensure this. Staff form strong relationships with pupils which provides a strong supportive network which enables pupils to voice concerns. There is a strong focus on teaching children emotional literacy and how to manage and respond to feelings. In addition, there are a range of interventions which may be used to provide additional support should we agree this is needed such as: Draw and Talk, play therapy, a Volcano in my Tummy, Time for Talk and Thrive. If additional support is needed referrals can be made to a range of agencies.

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

All adults working with children are CRB cleared (background checked) and have Safeguarding training. There are up to date policies on all areas related to health and safety in school and these are available on the school website or on request. There is a Safeguarding Lead and Safeguarding Cover in school. There are members of staff who are first aid trained and the school site has regular safety inspections as does all electrical equipment. Any trips or visits are risk assessed prior to departure and the school educational visits policy is followed.

9. What SEND training have the staff at school had or are having?

All teachers are teachers of children with Special Educational Needs and Disabilities. Teaching and support staff undertake specific courses as needed for example should a child be non-verbal appropriate staff may have Makaton or PECS training. The Head Teacher and SENDCo oversees that staff have any specialised expertise they may need in order to support a specific disability. If you have any concerns whether school staff are able to meet a specific need please come arrange an appointment to discuss your concerns.

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

Reasonable adjustments will be made to activities and trips in whatever form is needed to ensure that your child is able to take part in school visits and trips alongside their peers. If you have any concerns or anticipate difficulties regarding about your child's ability to access trips and visits, please contact the Head Teacher or SENDCo so that we can ensure your child has equal access to these important opportunities.

10. How accessible is the school environment?

All areas of the school are accessible to children with Special Educational Needs and Disabilities. The school has an accessibility plan in place which can be accessed via the school website.

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

The school liaises closely with feeder schools both for year R and year 6 but also between each class. Additional home visits or visits to nursery settings may be arranged by staff to get to know your child. Time is taken to listen to the parent and child's needs. Additional visits can be arranged to reduce anxiety and transition booklets are used to support children's understanding of the transition process. In years 5 and 6 if your child has a EHC plan the Secondary SENDCo is invited to the transition meetings. SENDCos from different settings have meetings specifically to ensure an informed and successful transition occurs.

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

The school receives funding to deliver education to all children. Where additional support is necessary, resources are provided where possible. If a child has profound and multiple needs the school can apply for top up funding, via an Education Health Care Plan from the SEND Provision and Assessment Team.

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

The type and level of support your child receives will be based upon what your child needs in order to overcome barriers to learning and make appropriate progress. Decisions will be based on our knowledge of your child, consultation with the parents/carers and any advice available from outside professionals.

15. Who can I contact for further information?

You can contact your child's class teacher, the Head Teacher: Simon Pollard or the SENDCo Janet Bond.

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

In the first instance please discuss this with your class teacher. However, if you continue to have concerns make an appointment to see the Head Teacher Simon Pollard or the SENDCo Janet Bond.

17 How is your School Offer reviewed?

Our School offer is a working, flexible document which will be updated as changes occur. It is routinely reviewed annually.

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

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