



Our Information Report for Special Educational Needs and Disability (SEND)

St Erth Community Primary School is a small village school which prides itself on having an inclusive ethos and ensures every child can access the curriculum, extra -curricular activities and outside visits.

Our aim is to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

We aim to meet the individual needs of all our children through quality first teaching, to identify additional needs early and offer a range of intervention programmes targeted to meet the additional needs of the individual and groups. We ensure children's additional needs are met through the Graduated Approach, which included the Assess, Plan, Do, Review Cycle (APDR).

We have excellent links with our on-site pre-school provision and local secondary schools. Enhanced transition is offered to our most vulnerable pupils moving to secondary school or other provision.

Our highly motivated teachers and support staff have a high level of experience and training relating to a wide range of SEND, training is ongoing and relevant.

We work closely with a wide range of outside agencies to ensure that every child has opportunity to learn and make progress.

We have an excellent outdoor environment, which is presently being further developed, and Forest School is a highly beneficial addition to the curriculum.

We offer a Breakfast Club and a wide variety of clubs and extra-curricular activities after school, we will work with parents to ensure that children with SEND are also able to attend.

We have strong community links as well as working in close partnership with other schools in the Truro and Penwith Academy Trust.

We offer specialist PE teachers and music tuition with peripatetic teachers.

We would always recommend that you speak to your child's class teacher with any concerns in the first instance, but other people you may wish to contact are:

Headteacher	SENDCo	SEN Governor
Mr William Coleman	Mrs Karen Golder	Mrs Sandra Page

The Government's SEND Code of Practice can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Cornwall's 'Local Offer' can be found here: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

What's included in the Local Offer?

Cornwall's SEND Local Offer includes the provision and guidance that is available for children and young people:

- who are aged 0 – 25 years; and those
- with or without an Education, Health and Care (EHC) plan or Statement of SEN

Please see this list of things that are included in the SEND Local Offer and quick links to the relevant part of the site.

Link to Special Educational Needs Policy
http://www.st-erth.cornwall.sch.uk/website/sen_policy/18893

Link to Equality and Diversity Policy
http://www.st-erth.cornwall.sch.uk/website/equal_opportunities_policy/81459

Link to Accessibility Plan/Policy
https://www.st-erth.cornwall.sch.uk/website/accessibility_policy_/289787

Link to Complaints Policy
https://www.st-erth.cornwall.sch.uk/website/complaints_policy/328670

For any SEND complaints, please follow the complaints policy above.

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Karen Golder

Contact details:

Phone: 01736 753153

Email: secretary@st-erth.cornwall.sch.uk




To be reviewed: Jan 2022

Glossary




APDR	Assess, Plan, Do, Review	SENDCo	Special Educational
CAAP	Cornwall Accessible		Needs and Disability
	Activities Programme		Coordinator
CAMHS	Childrens and	SENDIASS	Special Educational
	Adolescent Mental		needs and Disability
	Health Service		Information and Advice
EP	Educational Psychologist		Service
EHCP	Education, Health and	TA	Teaching Assistant
	Care Plan	T	Teacher
EYFS	Early Years Foundation	TAC	Team Around the Child
	Stage	Thrive	A system to help pupils
FIS	Family Information		with emotional difficulties.
	Service	TiS	Trauma Informed Schools
KS	Key Stage	Transition	Any change in schooling,
OT	Occupational Therapist		from nursery to school,
PSHE	Personal Social and		between years, key
	Health Education		stages or schools.
RWI	Read, Write Inc (a	Zones of Regulation	A system to help children
	phonics teaching		emotionally regulate
	scheme)		
SALT	Speech and Language		
	Therapy/Therapist		
SEND	Special Educational		
	Need and Disability		

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 and opinions of all students are valued. We know this through pupil surveys. • Student voice is heard through School Council and questionnaires • Small groups provide opportunity for regular conversation • Regular PSHE activities • All pupils know who they can speak to if they have worries or concerns and are able to identify an adult that they would approach to help them. 	<ul style="list-style-type: none"> • The voices of children with SEND are included and valued • Small group consultation opportunities are given to encourage all to contribute • Small group work for those pupils who need help with anxieties or worries eg THRIVE/friendship groups. • Children's views are included on APDRs 	<ul style="list-style-type: none"> • Individual support takes into account the views of the pupil • Pupil views impact on provision • Pupil's views are an integral part of TAC meetings and SEND reviews • Documentation is presented in a child friendly format accessible to the pupil as appropriate • Pupil contributions are made verbally, written by the pupil or dictated to an adult. • Pupils are invited into review meetings and stay to share anything they wish. They choose to stay as long as they wish as the meeting is about them.

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> 
<ul style="list-style-type: none"> • All parents and carers are actively encouraged to work in partnership with the school • There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements • The parents/carers of all pupils are invited to attend parent consultations twice a year in the Autumn and Summer terms. • New EYFS children/parent/carer have a home visit with their Classteacher and Headteacher in the summer term before they start school • A progress report is sent home at the end of each term, with a detailed full report to parents/carers in the Summer term. • Home School reading diaries provide a vehicle for general communication • Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise • School website provides information 	<ul style="list-style-type: none"> • Parents/carers are able to and encouraged to contact the school with any query or concern at any time • Families are encouraged to attend information sessions and workshops to support their child's learning and information about these is shared in the newsletter or to specific families. • Termly progress meetings are held between the Classteacher and Headteacher on individuals progress and staff are happy to talk to parents and carers at other times throughout the year • Read, Write, Inc sessions for KS1 parent/carers • Literacy, Numeracy & Dyslexia workshops for KS2 parent/carers • Parent views are collected through parent/teacher meetings and surveys. • SEND Coffee mornings take place for parents of children on the SEND register. 	<ul style="list-style-type: none"> • Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child. • Parents/carers views are an integral part of any SEND reviews and meetings. • Parents/carers are offered support with any parental contribution and accessing documentation as required. • Parent/carers are encouraged to access support from outside of school via the Family Information Service/Local offer/CAAP/Cornwall Parent Carers. • The SENDCo holds coffee mornings to help keep parents informed and listen to any concerns. • Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken. • Regular face to face and telephone conversation with SENDCo to ensure progress is being made.




<p>and sign posting for parents/carers</p> <ul style="list-style-type: none"> • School website, weekly newsletter and text messaging are used for reminders and general information sharing • Information sessions and parent workshops linked to Literacy, Numeracy, Phonics/RWI and e-safety are provided at different times through the year • Early Birds Breakfast club is available to provide childcare before school and there are a variety of after school clubs and extracurricular opportunities available to pupils each week 		
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure all children can be included. • All children have access to the curriculum with reasonable adjustments made as required. • We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration. • Barriers to achievement are identified early to allow effective provision to be put in place. 	<ul style="list-style-type: none"> • Children access curriculum enrichment opportunities. • Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children. • Intervention tracking monitors progress of those children at risk of making less than expected progress. • Small group intervention may include: <ul style="list-style-type: none"> - Phonics - Reading comprehension 	<ul style="list-style-type: none"> • Children with SEND can access the curriculum with adult support or modification as appropriate. • Specialist advice is sought and recommended equipment and resources are used as directed to ensure access eg daily exercise regime for child assessed by OT. • Children's interests and strengths are used to encourage engagement in their learning. • All children regardless of ability or




<ul style="list-style-type: none"> • All KS1 pupils access Read Write Inc • We use a topic based approach catering for all different learning styles • Through our rigorous tracking we identify pupils who need additional support/ specific intervention • Outdoor learning is encouraged throughout the school and Forest School experiences are incorporated into our curriculum 	<ul style="list-style-type: none"> - Spelling - Numeracy - Fine motor skills/handwriting - Speech and language - Social communication etc 	<p>need are included in all school activities, extra-curricular clubs and school trips</p> <ul style="list-style-type: none"> • In exceptional circumstances children can be dis-applied from some aspects of the curriculum. This must be agreed by all involved. • Specific needs are provided for on a one to one basis ensuring the needs of the individual child are met. • Inclusion is important and provision is made so that children with SEND can always have access to school trips.
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4. Teaching and learning




Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • All lessons are carefully planned to include focused learning objectives, clear success criteria, different learning styles and differentiated activities. • Children work in ability groups, friendship groups, pairs and independently during the school day • Each class has a TA who supports the teacher by ensuring that all pupils can access activities to further their learning • Effective feedback face to face and through marking 	<ul style="list-style-type: none"> • Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately. • Access to needs led small group intervention for reinforcement of concepts requiring over learning and/or pre-teaching of new concepts. This may be taken by the teacher or TA. • Supported group work in class to ensure understanding, facilitate 	<ul style="list-style-type: none"> • Support packages are created bespoke for each child's need beyond what is normally available in the classroom. These could be speech and language difficulties, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties or any other difficulty or disability. One to one support may be put in place for those children who require intensive support to ensure they make progress with

<ul style="list-style-type: none"> • Alternative ways of recording may be used • Many strategies and equipment are available for all children. For example, pencil grips and coloured overlays. • Every teacher uses assessment and monitoring to inform their planning. Where, through assessment a teacher has a concern about the progress of a pupil they will speak to the SENDCo and put interventions in place to help the pupil catch up. 	<p>learning, foster independence, and keep children on task.</p> <ul style="list-style-type: none"> • Access to technology such as Talking Tins, laptops, iPad, etc • Homework Club/ Teacher Tuition by invitation • Literacy support tools available for those pupils who have dyslexic tendencies • The class teacher and the Sendco assess and monitor the children's progress in line with existing school practices and specific strategies and targets will be put in place to help close the gap. • Planning and teaching will be specifically differentiated to enable the child to make progress. 	<p>their learning. This resource is used carefully to ensure pupils maintain as much contact with peers and as much independence as possible.</p> <ul style="list-style-type: none"> • Personalised and highly differentiated work is provided to enable independent learning. • Advice/Input from specialist teams or outside agency eg Educational Psychologist, teacher for the deaf/visually impaired • Individual targeted teaching following specific programme e.g SALT programme. • Specific training for staff e.g Trauma Informed Schools, Dyslexia, Autism • Special test arrangements organised as required. • Where a child needs specific, complex, ongoing support in addition to, or different from other children an application to the Local Authority for a needs assessment for an EHCP (Education, Health and Care Plan) may be made. • Where a child has an EHCP, targets will relate to their plan in order for them to make progress. • Where a child has an EHCP this will be reviewed at least yearly (or sooner if adults around the child feel it is necessary).
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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"> • High expectations for all pupils • Provision of suitable environment and resources to promote independent learning • Good modelling by adults and peers • Opportunity for pupils to work independently and collaboratively • Self-peer assessment • Sensitive tracking by additional adults in class • All children are taught strategies for self- help and resilience. • Strategies are taught to all children to help them plan, monitor, and reflect on their own learning, helping them to decide on what tools (both physical and mental) to use to completing a task. (This process is called Metacognition). 	<ul style="list-style-type: none"> • Needs led adult support • Visual prompts to encourage independent self- help skills • Personalised equipment eg tinted overlays, pencil grips, ear defenders, resistance bands etc available to use when needed. 	<ul style="list-style-type: none"> • Additional adult support is used in a targeted way to help the child identify what help they need and provide strategies to empower them and promote their independence. • Provision of specialist equipment • Necessary adaptations to environment • Personalised task boards /timetables • Personalised visuals eg timers, timetables, traffic Lights, Now and next boards, working areas etc • Individual Care Plan respecting the child's privacy. • Zones of Regulation and/or Five Point Scale are used to help with self-regulation.

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"> • As a school we aim to develop the whole child • Safeguarding a priority • All children access PHSE • Peer support is encouraged • All necessary risk assessments are in place. • Majority of staff are trained in Paediatric first aid to ensure safety of the pupils • Appropriate child protection training including E Safety training has been undertaken by designated safeguarding lead, cover safeguarding lead and other relevant staff. • Sex and Relationship curriculum is taught in all year groups using the Jigsaw Curriculum. • Safeguarding information clearly displayed • School promotes healthy life style living through healthy food/snacks, physical activity, growing etc 	<ul style="list-style-type: none"> • Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport • School Nurse Team available for advice and support for families and school • Support for families available through Family Information Service (FIS) • Pupils are voted onto the School Council on an annual basis, per class from Y1– Y6 • Staff are Team Teach trained as appropriate 	<ul style="list-style-type: none"> • School works closely with a range of outside agencies and contributes to TACs, Early Support Meetings etc • Students with specific medical conditions have individual health care plans which are completed with parents • Meet and Greet • Individual and/or group Nurture sessions based on Thrive and Trauma Informed Schools Practice. • Medical support given to those pupils who require it on a daily basis and those pupils are encouraged to be independent in helping support their needs • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - CAMHS - School Nursing Services - Dreadnought

<ul style="list-style-type: none"> • We employ a PE teacher to deliver & support teaching in most PE lessons • Access to extensive outside space • Access to Breakfast and After School Clubs & activities 		<ul style="list-style-type: none"> - Penhaligon's Friends - Educational Psychologist - Speech and Language therapy service - Behaviour support - Social care - Early intervention programme
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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"> • All children have opportunities for social interaction, regardless of need or ability • All children belong to a class with a named teacher • All pupils are in a 'House Team' • All reasonable endeavours are taken to ensure all children can access visits and residential trips. • School works in partnerships with other Schools especially within the St Ives and Hayle clusters of schools. • Extra-curricular clubs are available regardless of need 	<ul style="list-style-type: none"> • Small group activities such as Circle of Friends/social skills group/THRIVE • School Council represents the views of each class from Y1 – Y6 • Lunch time play ambassadors support inclusion on the playground. 	<ul style="list-style-type: none"> • Individual adult support provided to encourage collaborative activities • Use of social stories with individual children to promote social skills. • Pupils with dedicated TA time may need supporting during playtimes • Children with specific and complex needs may have social interaction opportunities included specifically into their curriculum.

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> 
<ul style="list-style-type: none"> • All areas of the school on the ground floor are accessible to everyone including pupils with special educational needs • Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively • Named Dedicated Safeguarding Lead/Cover Safeguarding Lead • Named Health and Safety Governor who undertakes regular audits and checks. • All areas of the school are inviting, engaging and support learning and value children's efforts • Teacher's focus on rewarding good behaviour to promote a positive learning environment with clear sanctions used consistently. • Rewards and sanctions systems are robust and displayed around the school 	<ul style="list-style-type: none"> • Access to quiet spaces outside • Alternative arrangements for unstructured times eg lunch times 	<ul style="list-style-type: none"> • Specialist equipment to enable children to be independent e.g tinted overlays/exercise books used to support pupils with dyslexic tendencies • Advice followed from specialist teachers for children with sensory/physical needs. • Accessible toilet • Parking bay for those with a blue badge • Classrooms and corridors are made accessible for all pupils • Ramped access to school premises at the main entrance of the building

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"> • On site pre-school with comprehensive transition arrangements in place for entry into EYFS including transition afternoons and lunches in the summer term pre reception • Headteacher/ Reception teacher and TA make home visits prior to the children starting school • Transition planning for all year 6 with local secondary schools (Hayle and St Ives) • Transfer of all records between classes and settings • Timetabled meetings for focussed conversation between class teachers • In house transition day 	<ul style="list-style-type: none"> • Transition meetings are held between secondary SENDCo, Y6 teacher and our SENDCo to discuss needs and provision for children on SEN register • Enhanced transition opportunities for pupils in Y6 who may need additional support eg extra visits/learning mentor etc 	<ul style="list-style-type: none"> • Individual and supported enhanced transition including extra visits with TA • Highly individual communication passport including photographs etc. • Secondary school staff invited to year 5 and 6 annual review. • Parents/ carers offered advice and support ahead of selection • Liaison provided by SENDCo with second setting during transitions. • Transitions meetings for pupils with EHCPs take place a year prior to peers (or at other times as necessary) with SENDCo, family and other professionals. The SENDCo liaises with the Local Authority and family as appropriate. • Where a specialist provision change is needed for a child with an EHCP a review is called and the SENDCo and parents work together to provide evidence to the LA that a different provision is needed.

10. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Child Health Department	Community paediatricians work with children with individual needs	Community Child Health Pendragon House Gloweth Truro TR1 3XQ 01872 254518
Educational Psychology	Specialists in learning, behaviour and child development	Educational Psychology Traded Services 01579 341132
SEN Support Services	Teams cover Autism, Educational Psychology, Moving and Handling, Augmented and Additional Communication, Cognition and Learning, Hearing, Physical and Medical needs, Vision	Referral forms can be found here: https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/
Speech and Language Therapy	Advice and support for all speech and language and communication needs	Elaine Adams Speech & Language therapist Children's Care Management Centre Truro Health Park, Infirmary Hill, Truro, TR1JA Tel: 01872 221400
Child and Adolescent Mental Health Service (CAMHS)	Support children and adolescents with a wide range of emotional,	Email: cpn-tr.ChildrensCMC@nhs.net

	mental health and behavioural issues	Children's Care Management Centre Truro Health Park, Infirmary Hill, Truro, TR1JA Tel: 01872 221400
Penhaligon's Friends	Support and programmes to help bereaved children and their families	Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth, TR15 1LU Tel: 01209 210624 01209 215889
Dreadnought	Support and programmes to help children with behavioural and emotional difficulties	The Dreadnought Centre Carn Brea Lane Pool Redruth TR15 3DS Tel: 01209 218764 Email: terry@thedreadnought.co.uk www.thedreadnought.co.uk
Early Help Hub	Single point of contact and co-ordination service for disabled children	01872 322277
Equality and Diversity Service	Promoting and supporting equal rights of all children	Equalities & Diversity, EAL Lead Tel: 01209 614053
Educational Welfare Service	Promote children's regular school attendance	01872 323400 https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/education-welfare/
School Nurse Team	Providing community health services and support to schools, children and their families	Children's Care Management Centre Truro Health Park, Infirmary Hill, Truro, TR1JA Tel: 01872 221400
Multi Agency Referral Unit (MARU)	Provide advice and multi-disciplinary response to concerns about safety	Tel: 0300 1231 116 MultiAgencyReferralUnit@cornwall.gcsx.gov.uk

		For urgent referrals after 17.15 or at the weekend call the Out of Hours service on: Tel: 01208 251300
Special Educational Needs Assessment and Provision Team	Provide advice and guidance to ensure a child's SEN needs are appropriately identified and met	Rupert Lawler Tel: 01872 324416 Inny Building Old County Hall Truro TR1 3AY
Sendiass (Special Educational needs and Disability Information and Advice Service)	Provide information and support for parents and carers of children with individual needs	https://www.cornwallsendiass.org.uk/ 01736 751921
Family Information Service	Provides impartial guidance on local services and support available to families	http://www.cornwallfisdirectory.org.uk/ Cornwall Council 39, Penwinnick Road, St Austell. PL25 5DR Tel: 0800 587 8191

Links to helpful websites:

Special Needs Jungle: <https://www.specialneedsjungle.com/>

SEN SOS! : <https://www.sossen.org.uk/>

Cornwall Accessible Activities Programme: <https://www.caapuk.co.uk/>

Parent Carers Cornwall: <http://parentcarercouncilcornwall.org.uk/>

Wellbeing and Autism Wheel: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/childrens-psychology-service/the-autism-spectrum-team/wellbeing-and-autism-wheel/>

National Autistic Society: <https://www.autism.org.uk/>

PDA Society: <https://www.pdasociety.org.uk/>

Dyslexia Cornwall: <https://www.dyslexiacornwall.org.uk/>

Speech and Language Development: <https://ican.org.uk/i-cans-talking-point/>

Hemihelp: https://www.cimt.co.uk/adults/?gclid=CjwKCAiA-vLyBRBWEiwAzOkGVHiJ2ga2ij_ILzP9MSOk1geRco3BXZih9F2mAclkggFsdbXm1Z5OLhoCyMsQAvD_BwE

Young Epilepsy: <https://www.youngepilepsy.org.uk/>

Sensory Processing Disorder: www.spdstar.org