



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 the efforts we make to ensure every child can access the curriculum, extra -curricular activities and outside visits. Recently, our work in this areas has led to us achieving the Dyslexia and Inclusion Quality Mark Award.

We aim to meet the individual needs of all our children through quality first teaching. We aim to identify additional needs early and offer a range of intervention programmes targeted to meet the additional needs of the individual and groups.

We have excellent links with our on-site pre-school provision, small class sizes and highly motivated teachers and support staff with much experience and training relating to a wide range of SEND.

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

We have an excellent outdoor environment 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 have strong community links as well as working in close partnership with other schools in the Truro and Penwith Academy Trust. Enhanced transition is offered to our most vulnerable pupils moving to secondary school. We also have links with the local special school accessing support through their Outreach Programme.

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 but other people you may wish to contact are:

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

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

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




Contact details:

Phone: 01736 753153




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

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 • Student voice is heard through School Council and questionnaires • Small classes provide opportunity for regular conversation • Regular Circle Time/PSHE activities • All pupils know who they can speak to if they have worries or concerns 	<ul style="list-style-type: none"> • 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 e.g Circle of Friends/THRIVE • Children's views are included on IEPs 	<ul style="list-style-type: none"> • Individual support takes into account the views of the pupil • Pupil's views are an integral part of TAC meetings and SEN 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. • 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 • Home School reading diaries provide a vehicle for general communication 	<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 • Read, Write, Inc sessions for KS1 parent/carers • Literacy, Numeracy & Dyslexia workshops for KS2 parent/carers 	<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. • Parent/carers are supported by the school SENDCO if an assessment by the Local Authority is undertaken. • Home/School books if appropriate • Regular face to face and telephone conversation with SENDCo to ensure progress is being made.




<ul style="list-style-type: none"> • 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 and sign posting for parents/carers • 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

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 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 	<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 	<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 radio system for a




<p>experience, develop life skills, raise self-esteem and raise aspiration.</p> <ul style="list-style-type: none"> • Barriers to achievement are identified early to allow effective provision to be put in place. • 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 	<p>making less than expected progress.</p> <ul style="list-style-type: none"> • Small group intervention may include: <ul style="list-style-type: none"> - Phonics - Reading comprehension - Spelling - Numeracy - Fine motor skills/handwriting - Speech and language - Social communication etc 	<p>child with a hearing impairment, sloping board for a child with a visual impairment</p> <ul style="list-style-type: none"> • Children's interests and strengths are used to encourage engagement in their learning. • All children regardless of ability or need are included in all school activities, extra-curricular clubs and school trips • 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.
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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"> • 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 	<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. 	<ul style="list-style-type: none"> • One to one support can be put in place for those children who require intensive support to ensure they make progress with their learning, beyond what is available in the classroom e.g for those with speech and language difficulties, sensory needs, learning delay, hearing and visual needs, autism, dyslexia,




<p>teacher by ensuring that all pupils can access activities to further their learning</p> <ul style="list-style-type: none"> • Effective feedback face to face and through marking • Alternative ways of recording may be used • Many strategies and equipment are available for all children. For example, pencil grips and coloured overlays. 	<p>This may be taken by the teacher or TA.</p> <ul style="list-style-type: none"> • Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. • 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 	<p>social and emotional difficulties etc</p> <ul style="list-style-type: none"> • Personalised and highly differentiated work is provided to enable independent learning. • Advice/Input from specialist teacher 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 THRIVE, Dyslexia, Autism • Visual timetables are used with particular pupils • Special test arrangements organised as required
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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"> • 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 	<ul style="list-style-type: none"> • Needs led adult support • Visual prompts to encourage independent self- help skills • Personalised equipment e.g tinted overlays, pencil grips etc 	<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




<ul style="list-style-type: none"> • Self-peer assessment • Sensitive tracking by additional adults in class • All children are taught strategies for self- help and resilience. 		<ul style="list-style-type: none"> • Personalised task boards /timetables • Personalised visuals eg timers, traffic lights etc • Individual Care Plan respecting the child's privacy.
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • 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 	<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) • Medical support given to those pupils 	<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 • Additional support for pupils can be requested from:




<p>including E Safety training has been undertaken by designated safeguarding lead, cover safeguarding lead and other relevant staff.</p> <ul style="list-style-type: none"> • Sex and Relationship curriculum is taught in all year groups using the Christopher Winter Project • Safeguarding information clearly displayed • School promotes healthy life style living through healthy food/snacks, physical activity, growing etc • 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 	<p>who require it on a daily basis and those pupils are encouraged to be independent in helping support their needs</p> <ul style="list-style-type: none"> • 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"> - CAMHS - School Nursing Services - Dreadnought - 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

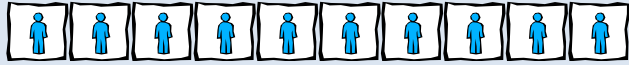
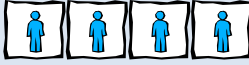

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • All children have opportunities for social interaction, regardless of need or ability • All children belong 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 	<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 	<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

<p>Schools especially within the St Ives and Hayle clusters of schools.</p> <ul style="list-style-type: none"> Extra-curricular clubs are available regardless of need 		<p>their curriculum.</p>
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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. Access to disabled toilet Disabled parking bay 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 7 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 SENCO, Y6 teacher and our SENCO to discuss needs and provision for children on SEN register • Enhanced transition opportunities for pupils in Y6 who may need additional support e.g 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 senco 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.

10. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
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Child Health Department	Community paediatricians work with children with individual needs	Community Child Health Pendragon House Gloweth Truro TR1 3XQ Medical secretaries: Liz Taylor 01872 254514 Sue Dash 01872 254516
Educational Psychology	Specialists in learning, behaviour and child development	Penny Francis pfrancis@cornwall.gov.uk Kate Horrill – Acting Lead Ed Psych 2nd Floor, Council Offices, Dolcoath Avenue, Camborne, TR14 8SX khorrill@cornwall.gov.uk Tel: 01209 614175
Behaviour Support	Support with all aspects of children's behaviours from the passive unresponsive to the overactive	Neil Goddard ngoddard@cornwall.gov.uk Tel: 01736 571090
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
Social Services and Social Care	Promoting the achievement and educational attainment of all children	Tel: 0300 1234 101
Locality 1	Local team delivering Cornwall's early help services for children and their families	Sam Alexander Locality Manager Room 123, Council Offices, St Clare, Penzance TR18 3QW Tel: 01736 336660/07973 497357 salexander@cornwall.gov.uk
Early Support Service	Single point of contact and co-ordination service for disabled children	Judy Fox Early Support Co-ordinator (West) Tel: 01736 336660/07968 992128 jfox@cornwall.gov.uk

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	Andrew Simpson (EWO) Bolitho House, Laregan Hill, Penzance TR18 4NY Tel: 01736 571090
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
Hearing Support Service	Providing specialist support to children with temporary or permanent hearing loss, their families and school.	Teacher for the deaf: Sarah Wardle School Screening Service Audiology Department Royal Cornwall Hospital, Truro. TR1 3LJ If you feel a more urgent response is needed Phone: 01872 254905
Visual Impairment Service	Providing specialist support to children with temporary or permanent vision loss, their families and school.	Teacher for visually impaired; Melinda Bains St John's Hall Penzance. Tel: 01736 336619

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
Parent Partnership	Provide information and support for parents and carers of children with individual needs	Disability Cornwall, Units 1G & H, Guilford Road, Industrial Estate, Hayle. TR27 4QZ Tel: 01736 756655
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

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

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