



King Charles C of E Primary School

Our SEN Information report

Date: September 2023

At King Charles School, we believe that everyone shines. We enable this by providing opportunities to all children to reach their full potential through high quality and personalised teaching. Some of our children will need educational provision that is additional or different from this. We endeavour to ensure that such provision is available for those that need it. All of our children have the right to a broad and balanced curriculum and full access to the National Curriculum. Every member of our King Charles family are valued, celebrated and their self-esteem promoted.

We value our close working partnerships with parents and carers who play an essential, active and valued role in their child's education.

Link to other documents
[SEND Support Links](#)
[Local Offer](#)
[School SEND Website Page](#)

[Link to our school's Equality Objectives](#)
[Link to our school's SEND Policy](#)

[Link to our school's Accessibility Plan/Policy](#)

Name of the Special Educational Needs/Disabilities Coordinator: *Rebecca Edwards*

Contact details: redwards@kernowlearning.co.uk

Types of SEN provided for at King Charles School 2022-23

The range and numbers of pupils with special educational needs changes on an annual basis. In the last academic year, the following types of SEN were provided for:

- Speech, language and communication difficulties
- Autism spectrum disorder
- Attention deficit hyperactivity disorder
- Learning and cognition disability including Dyslexia
- Physical disability
- Sensory processing difficulties
- Social, emotional and mental health difficulties
- Visual Impairment

For any other form of SEN which has been identified, the class teacher and SENCo, with advice from external agencies if appropriate, will devise and ensure appropriate targets are set and reviewed as stated.

Services and organisations we liaise with to support our pupils with SEN

Regular liaison is maintained with the following external agencies for pupils at SEN Support as appropriate and pupils with Education, Health and Care Plans such as:

- Speech and language therapist
- Educational Psychology Service
- Community Paediatric Services
- School Nurse Team
- Autism Spectrum Disorder Team
- Child & Adolescent Mental Health Care Service (CAMHS)
- Family support
- Occupational Therapy Service
- Social care
- Teacher of the Visually Impaired
- Sensory and Medical needs advisory Service
- Cognition and Learning advisory Service
- Early Help Hub
- Dreadnought
- Music therapist

Admissions and Inclusion; identification and assessment of SEN and types of provision 2022-23

As outlined in the Code of Practice, all the teachers at King Charles C of E Primary are teachers of children with special educational needs & disabilities. As such, we adopt an inclusive whole school approach with Quality First Teaching which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The school operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are

afforded the same rights as other children. This includes those children with Education, Health and Care Plans and all pupils with additional and different provision.

- The National Curriculum will be made available for all pupils. Where pupils have special educational needs & disabilities a graduated response will be adopted. We will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- King Charles School make provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENCo keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.

Identification and assessment of SEN:

- When a pupil does not make expected progress over a period of time, despite targeted interventions and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional & mental health difficulties; has sensory or physical problems; communication or interaction difficulties, we will place the pupil on the SEN Record of Need and support that is additional to and different from the differentiated curriculum will be provided through an Individual Provision Map in a range of ways including: - Classroom organisation and management - In-class support by teacher/teaching assistant - Withdrawal if necessary for individual/small group work - Behaviour support programmes - Use of specialist equipment/resources - Alternative teaching strategies
- The resources allocated to pupils who have special educational needs & disabilities are deployed to implement these Individual Provision Maps at SEN Support as outlined in the revised Code of Practice. Parents will be informed, and pupils are involved in decisions taken at this stage where appropriate.
- If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services the Individual Provision Map will be amended accordingly.
- If progress is still not achieved the child may be assessed, bearing in mind the County criteria, with a view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- Identification of special educational needs & disabilities will be undertaken by all staff through the SENDCo, and the appropriate records and Children Schools & Families forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENDCo together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.
- The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. Individual Provision Map reviews will be held at least termly. Additionally, the progress of children with an Education Health and Care Plans will be reviewed annually, as required by legislation.
- Detailed records will be kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

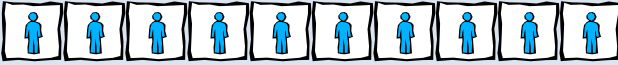


Additional and different provision for pupils with SEN 2022-23

- The school provides a variety of interventions which are needs led. The pupils receiving interventions are assessed and monitored by their class teachers and staff carrying out specific interventions, overseen by the SENDCo. All interventions are monitored and clearly defined outcomes are measured, both on a holistic basis as well as considering children's progress in the core subjects of numeracy and literacy.

· Almost all children participating in these groups are making progress according to academic measures and holistic outcomes such as increased class participation and emotional regulation.




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> 
<p>We are a friendly school with an open-door policy ensuring all parents feel welcome to speak to either their child's class teacher or the Headteacher or SENDCO if they have any concerns.</p> <p>The views and opinions of all pupils are valued. Pupil voice is represented in all aspects of school via the School Council.</p> <p>Pupil voice is heard through the School Council which is a democratic body voted by the children annually.</p> <p>Pupil conferencing during monitoring of classroom practice</p> <p>Children are encouraged to talk to any adult in the school about their ideas or concerns</p>	<p>Pupils with SEND are included in all consultation groups.</p> <p>All children who are receiving extra support are aware of their next steps and part of the assessment process. This is presented in a child friendly format – our learning passports.</p>	<p>Individual support is responsive to the views of the child.</p> <p>Pupil's views are an integral part of IPM or support meetings and SEND reviews – the child is invited to attend when appropriate.</p> <p>Pupils are involved and supported in next step planning and target setting.</p> <p>All documentation is presented in a format that is accessible to the pupil.</p> <p>The pupils' opinions are sought in the writing of Individual Provision Maps.</p>




<p>Children are encouraged to communicate their feeling in a range of visual and kinaesthetic activities in the classroom.</p> <p>Our PSHE is taught through Jigsaw, which highly values children's views and feelings.</p>		
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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> 
<p>The school works in partnership with all parents and carers.</p> <p>Termly individual parent/carer meetings.</p> <p>Statutory Reports to parents/ carers at the end of the Summer Term.</p> <p>Daily informal communication and an 'Open Door Policy'.</p> <p>Parents are welcome to request a meeting at any time regarding their child.</p> <p>Parent/carers know who to contact if they have any concerns.</p> <p>The website and curriculum goals enable parent/carers to understand more about what we offer</p> <p>Quick slips and parent questionnaires encourage parent/carer voice</p>	<p>Parents are consulted with and meetings arranged as the need arises</p> <p>Families are invited to attend information sessions about supporting their child at home e.g. SEND meetings, parenting skills, English and Mathematic skills, independent homework, skills needed to support successful examination arrangements – scribing etc.</p> <p>Parents are able to contact school with concerns at any time.</p> <p>Dyslexia Leaflets and Nessy access information given to those who require it detailing other useful contact details.</p> <p>SEND coffee mornings are planned for each term. These sessions are used to signpost parents, offer information based on needs identified or requested by parents and carers.</p>	<p>At least termly IPM meetings to review and discuss children's progress</p> <p>Parents/ carers support by attending and being actively involved in meetings and reviews</p> <p>All documentation is presented in a format that is accessible to individual parents/ carers – translated if needed</p> <p>Parents/ carers are encouraged to join in with school trips</p> <p>Parents/ carers are encouraged to engage in supporting individual targets at home</p> <p>Parent/ carer meetings for individuals as and when needed</p> <p>Parents are signposted to the parenting courses, training and support run through the Early Help Hub, such as ASD parenting</p>

Phase leader's e-mails given to all parents/ carers	Parents will be kept fully informed, by the Class Teacher, if their child is having additional support or provision- including the goals of this support and the progress made by the child.	programme, the Challenging Behaviour group, Inspirational parenting and the School Nursing Team and Family Worker team.
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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> 
<p>The curriculum is designed to ensure inclusion of all students. We provide a curriculum that aligns to the 2014 National Curriculum and allows all of our children to shine.</p> <p>All children, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Assessments (including dyslexia DST screening) are used to identify students who need specific interventions.</p>	<p>Intervention groups are bespoke and needs led. Groups of children may be given extra group support within class by a teacher or teaching assistant within lessons. Groups are carefully planned to meet children's needs.</p> <p>The progress of children taking part in intervention groups is measured on a regular basis including pre and post intervention analysis.</p> <p>The intervention packages are adapted in light of children's progress.</p> <p>Some of our recent and current small group interventions include: Read Write Inc, Fresh start, Fun Fit (motor skills), Write from the Start, Fine motor skills and handwriting, Nessy (Dyslexia based literacy programme), lego play therapy.</p>	<p>Children are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities</p> <p>Children with special needs and/or disabilities can access the curriculum with adult support as appropriate</p> <p>In exceptional circumstances children can be dis-applied from some subjects. All involved must agree this</p> <p>Some of our recent and current individual interventions include: Draw and Talk, HeadStart sessions, Penhaligon Friends, Social and Emotional Support, Sensory Diets/OT plan, Physiotherapy exercises, Speech and Language, Precision Teaching, Pre teach.</p>

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> 
<p>The whole school uses a 'neurodiverse friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. This includes the following in our quality high quality teaching first provision:</p> <ul style="list-style-type: none"> *Clear success criteria and learning objective shared *Visual timetables *Access to learning support materials: HfW flashcards, 100 square, number lines, multiplication grids, rulers, dictionaries, *Pictorial recording *ICT access *zones of regulation *windows of tolerance *Use of spare tables to reposition children as necessary *Memory activities *Positive relationships *Whole class rewards and sanctions *Displays and layout of classroom supports learning *Opportunities to repeat previous learning 	<p>Each lesson is carefully planned to ensure groups of children have the necessary resources to meet the learning objective and success criteria successfully.</p> <p>Where teaching assistants are in the classroom, they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as talking tins, wobble cushions, standing desks, occlusion sheets and timers.</p> <p>Students have access to: visual timetables and task lists</p> <p>Class teachers and Teaching Assistants share lesson plans to ensure children with SEND have targeted support and provision which focuses on their specific needs</p> <p>Children who have difficulty with writing are encouraged to use alternatives on regular occasions to demonstrate their learning e.g.</p>	<p>Teaching assistants working with a specific pupil encourage them to be clear about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. using resources, asking peers, checked books, etc.</p> <p>Additional support is shared with other SEN adults and all available adults in the class to build resilience in the pupil, so that they have self-coping strategies and a growing independence.</p> <p>Personalised task boards and timetables are in place to support independence and other methods such as fiddle toys, visual prompts, time out spaces, change of timetable etc.</p> <p>Personal targets are recorded on catch-me cards where appropriate.</p> <p>Individual provision is identified and presented on child friendly learning passports.</p>




<p>*Supportive classroom culture *Metacognitive approaches and strategies</p>	<p>using ICT, voice recorders, film clips and verbally to an adult to scribe</p>	<p>Provision includes: Educational Psychologist, 1:1 and Small Group intervention TA, Braille support, Dyslexia Screening Tests, Dyscalculia programme, Dyslexia friendly spelling lists, Dyslexia Friendly Reading Books, Coloured overlays, Small group Phonological Awareness interventions, Nesy Reading & Spelling online, Rapid Readers Online reading scheme, Laptops and iPads, Precision teaching materials, Personalised learning of curriculum, Talking Tins, Vocabulary lists, Visual timetables</p>
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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> 
<p>English toolkits and maths resources are available to all children in all classes. These vary in style from class to class according to age but all have the same objective. Toolkits include topic word mats, common exception words, alphabet strips, post-its, highlighters, number squares, times table squares, numberlines etc</p> <p>Displays are interactive, they celebrate and support the current learning.</p> <p>Each classroom has current 'learning walls' which children are encouraged to access to support their learning across the week.</p> <p>Technology is available to aid independence</p>	<p>Each lesson is carefully planned to ensure groups of children have the necessary resources to meet the learning objective and success criteria successfully.</p> <p>Where teaching assistants are in the classroom, they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers (spot timers).</p> <p>Students have access to: visual timetables, task management boards, etc.</p>	<p>Teaching assistants working one-to-one with pupils encourage them to be independent using chunked up work, checklists, self-help strategies and individual reward systems.</p> <p>Teaching assistants work on an 'elastic' model in order to build resilience, independence and foster feelings of 'having a go' in a safe environment.</p> <p>Additional support is shared to build resilience in the pupil, so that they have self-coping strategies when and if the teaching assistant is absent.</p> <p>Personalised task boards and timetables are in place to support independence and</p>




<p>Developing independence is a key priority and children are encouraged in a number of ways to become more skilled and confident in this area at an age appropriate level e.g. managing own clothing in KS1 and taking additional responsibilities in KS2.</p> <p>There are homework clubs for children to access as appropriate.</p> <p>Children are encouraged to take a role in assessing their own work at regular intervals through self-marking, verbal and written feedback, responding to next steps and the use of systems such as marking ladders.</p>		<p>other methods such as fiddle toys, visual prompts, time out spaces</p> <p>Technology available to support children, ie, chrome books. Rapid readers, speech to text.</p> <p>Specific targets and additional work may focus on specific skills e.g. toileting, eating, dressing, protective behaviours and other life skills for individual children.</p>
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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> 
<p>Timetabled weekly PSHE lessons include all students.</p> <p>Bereavement support available through Circle Club and links with the Penhaligon Trust.</p> <p>Well-being support resources are explicitly planned into lessons with regard to developing resilience and metacognition strategies</p>	<p>A base is available for vulnerable pupils and those in times of difficulties to take 'time out' and find support at breaktimes – The STAR room.</p> <p>Time limited and monitored HeadStart groups address: - self-esteem - social skills - life skills - anger management</p>	<p>Early Support meetings and reviews are supported by a range of agencies including Speech & Language Therapist's, Educational Psychologist's, Occupational Therapist's.</p> <p>School attendance at all multi agency meetings when possible and contributing actively to meeting the goals set at these and working with professionals to support individual children and their families.</p>




<p>The school ethos supports every child to shine and feel successful. This is seen in daily interactions, displays and assemblies.</p> <p>Whole school Trauma Informed School approach.</p> <p>STAR room, classroom reflective and quiet spaces available for all children.</p> <p>Routine hearing and eyesight tests are carried out in KS1 and children are also weighed and measured as part of Government initiatives in Reception and Y6.</p> <p>Early Years children receive fluoride application and dental care advice for them and their parents from the Brighter Smiles programme.</p> <p>All Teaching Assistants are trained in First Aid and in EYFS in Paediatric First Aid.</p> <p>Pastoral care is a strong value within the school and all adults are strongly committed to the health and emotional well-being of the children in the school and their families.</p>	<p>Various small groups to support the development of self-esteem, friendships, anger management and anxiety are provided and individually tailored to suit a wide range of needs.</p> <p>Additional support groups currently include: Lego Play Therapy Social stories Art therapy</p> <p>SEN TA support at lunchtimes is available for children who need small group support to access lunchtime provision.</p> <p>A range of adults trained in more specialist medical provision such as Diabetes and Anaphylactic care.</p>	<p>Additional support for students can be requested from the Early Help Hub</p> <p>Students with specific medical conditions have individual health care plans.</p> <p>Individual HeadStart sessions to address: - self-esteem - social skills - life skills - anger management</p> <p>Draw and Talk support</p> <p>Referrals to other agencies include: BLOOM, CAMHS team, CLEAR counselling, WAVE project, Family Support Workers, Social Services Counselling support, Penhaligon's Friends, Together for Families, Education Welfare Officer support, Dreadnought, access to alternative provision (WAVE Penwith Academy) U+ programme run for the Draceana Centre and Elemental.</p>
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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> 
<p>All students have opportunities for social interaction, regardless of need.</p>	<p>Intervention groups are bespoke and needs led.</p>	<p>Where possible, students individually supported by TAs or parents/carers to</p>



<p>All students are invited on trips (including residential trip) and to join clubs both in school and after school.</p> <p>All children in the school are invited to take part in a range of activities which promote social interaction e.g. charitable events, school camps, day visits, forest school, sailing, after school clubs, local community events such as carnival and shared sport and drama activities with other local schools.</p> <p>Activities for social interaction are planned to meet and reflect the needs of all students on an equal opportunities basis. Adults encourage all children to play, work together and support each other regardless of difference and promote this value throughout the school.</p>	<p>Small group playtimes as interventions when needed.</p> <p>Meet and greet to support start of the day times in the playground.</p> <p>Year 6 mentor groups for every child with an available adult.</p>	<p>enable their attendance at after school clubs if desired.</p> <p>Teachers or TAs use social stories with individual pupils.</p> <p>Speech and Language Therapists support Teacher of the Visually Impaired support.</p> <p>Autism Spectrum Team support, Social stories, Communication Passports, Personalised Workstations, iPads and Apps, Task Management Boards, TEACCH activities, Social skills programmes, such as The Social Detective, Positive Playtime intervention, 1:1 support for selected pupils.</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> 
<p>All areas of the school are accessible to everyone including those students with SEND. We have a lift in both sides of the school.</p> <p>Students feel safe and are in an environment where bullying is minimal and dealt with effectively.</p>	<p>We have a disabled toilet available.</p> <p>Adjustable chairs/tables are available.</p> <p>Classrooms and corridors are made accessible for pupils with sensory needs.</p> <p>We have a number of adults who are 'Team Teach' trained which allows them to</p>	<p>Specialist equipment in practical lessons enables disabled students to be independent.</p> <p>Inside and outside environment is marked in line with advise from the Visual impairment team..</p> <p>Individual evacuation plan</p>




<p>There is a named child protection officer, 'Designated Safeguarding Lead' (and three deputy safeguarding leads). Photos are included on the safeguarding team poster. These are displayed around the school for all to see. All staff are trained in safeguarding.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>The rewards and sanctions system is robust and displayed around the school.</p> <p>All areas of the school are accessible to everyone including those pupils with SEND.</p> <p>There is a dedicated disabled parking space in the car park and a disabled entry system into school.</p> <p>King Charles has two lifts, one housed in the new building and one in the main building.</p> <p>We have wheel chair accessible classrooms.</p>	<p>handle children in a safe way should a child be putting themselves or others at risk.</p> <p>Equipment such as pencil grips, coloured overlays, left-handed pens and scissors, reading rulers, writing slopes, large keyboards, wobble cushions, fidget toys and chewellery are all available to use within classrooms.</p>	<p>Access to: Physiotherapists, Occupational Therapists, Teacher of the Visually Impaired, School Nurse, Physical Disabilities & Medical Advisor, 1:1 staff in class, support staff at lunchtimes and playtimes, Fun Fit Intervention Programme, Wobble Cushions, Ear Defenders, Fidget Toys, Special pencils with natural grips – left and right handed, Pencil grips, Write from the start Handwriting programme, Writing Slope, Zooma chairs, Coloured Overlays, Coloured Interactive Whiteboard Screens, 1:1 Occupational therapy motor coordination programmes, 1:1 Physiotherapy programmes, Physical Movement Breaks, Deep Pressure Sensory Exercises, Chewellery, Peanut Ball, Scooter-board, Gym Balls, Trampette.</p>
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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> 
<p>Class teachers visit our feeder pre-schools in the Summer term. Parents and carers are invited with their child to attend 'Stay and Play' sessions in</p>	<p>Students identified as possibly struggling with transition have additional visits in small groups.</p>	<p>The SENDCo attends all annual EHCP reviews.</p>

<p>the school and there is a 'stay for lunch session'. We hold a parents' information evening led by the EYFS lead, class teachers and Headteacher.</p> <p>Home visits are arranged for the first week of the Autumn term for new reception children.</p> <p>Class to class information is shared including reading book bands, social skills, attainment, IEP's and other information as deemed necessary.</p> <p>There are good links with local secondary schools to ensure the transition from KS2 to KS3 is as smooth as possible. Year 6's attend a transition sessions. This year transition arrangements will include virtual tours, and interactive online sessions.</p>	<p>The SENDCo makes sure that all teachers are aware of any children with SEND in their new class and have all appropriate information needed to plan support. Transition meetings are held between teachers and SENDCo.</p> <p>SENDCo from King Charles meets with secondary SENDCo's to pass on information to aid with the smooth transition.</p>	<p>Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</p> <p>Learning passports have been developed and is updated three times a year. This is shared class to class and shared with secondary schools.</p> <p>SENDCo and class teacher will have additional meetings with parents and carers of children with SEND before they enter our school.</p> <p>SENDCo and class teacher will have additional meetings with parents and carers to discuss transition arrangements.</p>
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10. 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> 
<p>WHOLE SCHOOL De-escalation Training Behaviour Management Training Paediatric First Aid Safeguarding Training level 2 all staff,</p>	<p>STAFF GROUPS TIS Headstart training Safeguarding level 3 DSL and DDSL Fire Warden training Penhaligons friends training</p>	<p>SENDCO Designated Teacher training for Children in Care annual meeting and termly meetings Teaching and supporting children with Autism</p>

<p>Online FGM and PREVENT training Supporting IPM's Clinic Emotion Coaching Visual Impairment Awareness Epilepsy - online Windows of tolerance Global TIS practitioner</p>	<p>EPI PEN Training Fun fit Lego play therapy PDA</p>	<p>ASD supporting children in class SENCO training – Policy, Report and Local offer Safer Recruitment training Speech and Language support Educational Psychologist led training – PATH training Solution Circles PDA Sensory intergration</p>
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	<p>The Early Help Hub is the single point of contact for council and community health Early Help services for children in Cornwall. It provides information, advice and guidance, as well as access to Early Help services.</p> <p>The team within the Hub consists of a team of professionals with a variety of skills and backgrounds including education, health and the council.</p>	earlyhelphub@cornwall.gov.uk
Cornwall's Local Offer	<p>Cornwall's Local Offer includes all the support that is available to children and young people in Cornwall (aged 0–25) with special educational needs and / or disabilities (SEND) and their families. The majority of the support described is based in Cornwall but the Local Offer also includes links to provision that is available in other counties when such provision is not available in Cornwall.</p>	www.cornwallfisdirectory.org.uk
School nurse team	<p>School Nursing Cornwall offers health assessments to all children when they start primary and secondary school. This information is</p>	earlyhelphub@cornwall.gov.uk

	<p>used by the NHS to help plan and improve services for children.</p> <p>As well helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school. For all children school nurses can help to carry out the common assessment framework. This looks at all the child's needs, not just those that can be met by one organisation and develops a plan to meet those needs.</p> <p>They can also help to put you in touch with or make referrals to the other health services your child may need. This includes hearing tests, speech and language therapy, continence services, child mental health services, dieticians and opticians.</p>	
Speech and language therapy	<p>The Speech and Language Therapy service supports children and young people in Cornwall aged 0-19 years who have difficulty with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understanding what is said to them <input type="checkbox"/> expressing themselves <input type="checkbox"/> talking clearly (saying speech sounds) <input type="checkbox"/> stammering <input type="checkbox"/> swallowing (eating and drinking). <p>This can include children/young people with delay in learning to talk, speech sound production difficulties, learning difficulties, cleft palate, stammering, selective mutism, autism, hearing impairment and physical disabilities</p>	<p>. For information about specific diagnoses see: www.afasic.org.uk</p> <p>Jack.cortis@nhs.net</p>
Kernow SEMHSupport	<p>The service offers frontline support with</p> <ul style="list-style-type: none"> • Liaison with or signposting to other agencies or resources. • Gatekeeper for provisions in Alternative Provision Academies • Pupil Advocacy for vulnerable pupils. • Support with Managed Moves at school request • Attendance at relevant TAC/CAF, PSP meetings, Child Protection conferences, Annual Reviews. • Transition support and attendance at transitional reviews if required. 	<p>Penny Hermes kernowsemhsupport@talktalk.net</p>

	The Behaviour Support Service can also offer support to schools in the aftermath of a critical incident.	
Educational Psychologists (EPs)	<p>Educational Psychologists are specialists in learning, emotional well-being and child development.</p> <p>They work with children and young people, their families and educational settings. Their role is to promote positive outcomes for vulnerable groups of children and young people including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> children and young people with general or specific learning difficulties <input type="checkbox"/> children and young people with physical disabilities and significant medical needs <input type="checkbox"/> children and young people in care and those who have Social Care involvement <input type="checkbox"/> young people with emotional and mental health needs who may also present with behavioural difficulties 	Holly Mann
ASD Team	<p>The Autism Spectrum Team will accept referrals on behalf of young people of school age (4-16 years) who have a diagnosis of an Autistic Spectrum Disorder (ASD)</p> <p>When the objective is school based the package may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A range of assessments <input type="checkbox"/> Recommendation of strategies to school staff <input type="checkbox"/> Interventions carried out within a school <input type="checkbox"/> Modelling good practice in the classroom. <input type="checkbox"/> Coordination of meetings in the school setting <p>When there is a home based objective, in most cases the team will invite the parents/carers of the young person to attend a specialist parenting group in their local area.</p>	earlyhelphub@cornwall.gov.uk
Occupational Therapy Dept, Royal Cornwall Hospital, Treliske, Truro	Occupational Therapists observe and assess the needs of specific children and give advice as to the support needed at school and at home. Sometimes they provide specialist equipment.	Royal Cornwall Hospital Treliske Truro TR1 3LJ
Physiotherapy Dept, Royal Cornwall Hospital, Treliske,	Physiotherapists observe and assess the needs of specific children in terms of physical	Royal Cornwall Hospital Treliske

Truro	development and give advice as to the support needed at school and at home. They may provide a programme of exercises to follow.	Truro TR1 3LJ
Hearing Support Team	Hearing Team works in partnership with parents, and school to support for children with sensory impairment	earlyhelphub@cornwall.gov.uk
SEN Assessment and Provision Team	The Special Educational Needs (SEN) Assessment and Provision team is responsible for: The Education, Health and Care (EHC) needs assessment processes. The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans. The maintenance and review of existing Statements of SEN and EHC plans. The team works with educational settings, families, a range of services and other Local Authorities to ensure the effective working of the statutory arrangements for children and young people with the most complex SEN.	earlyhelphub@cornwall.gov.uk

If you wish to complain

Anyone wishing to make a complaint with regard to SEND support and provision should contact the school in the first instance and ask to speak with, Adam Richards (Executive Head), Lindsey Mackenzie (Head of School) or Rebecca Edwards (SENDCo).

This year we received 0 complaints with regard to SEN support and provision.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)