



Sky Primary and Eden Project Nursery

Our SEND Local Offer

Date **February 2024 (review February 2025)**

Sky Primary and Eden Project Nursery is a school which endeavours to provide inclusive learning for all pupils, including those with Special Educational Needs and Disabilities (SEND). All our children can enjoy and participate in a broad and exciting curriculum, with additional extra-curricular activities available to enhance their life experiences. Our adaptive teaching approach to lessons makes the learning accessible to all, and allows each child to achieve their full potential. Sky Primary and Eden Project Nursery's outdoor learning spaces provide designated areas where children can build learning resilience for daily school life and enjoy a nature inspired stimulating environment.

Our Local Offer provides information to parents and carers of children who have Special Educational Needs and lists all the areas of support we provide or involve to support children in our care.

At Sky Primary and Eden Project Nursery we are.....

Nurturing; Curious; Inspiring; Creative; Active; Connected

https://www.sky.kernowlearning.co.uk/web/our_vision_and_aims/297946

Link to Special Educational Needs and Disabilities Policy

Link to our school's Equality Policy

Link to our school's Accessibility Plan

Head teacher and Special Educational Needs and Disabilities Coordinator: *Emma Vyvyan*
Our Local Governing Board member responsible for Inclusion and SEND: *Zena Walker*



Types of SEND provided for at our school 2023-2024

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

- Speech, language and communication difficulties
- Autism spectrum disorder
- Sensory processing difficulties,
- Social, emotional and mental health difficulties

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

Admissions and Inclusion; identification and assessment of SEND; types of provision 2023-2024; staff training and expertise in supporting SEND.

Admissions and Inclusion

- All the teachers at our School are teachers of children with special educational needs & disabilities. As such, our School adopts a 'whole school approach' to special educational needs & disabilities 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. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. 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. The School will, in other than exceptional cases, make full use of classroom and School resources before drawing on external support.
- The School will make provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.
- All staff and governors are responsible for the successful implementation of support to ensure success and achievement for all pupils.

Identification and assessment of SEND

- The School offers an adaptive learning curriculum. When a pupil does not to 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, the School will place the pupil at SEND Support and support that is additional to and different from the differentiated curriculum will be provided through an Assess Plan Do Review Plan in a range of ways including:

- Classroom organisation and management
 - In-class support by teacher/teaching assistant
 - Individual/small group work
 - Behaviour support programmes
 - Use of specialist equipment/resources
 - Adaptive Teaching
 - Sensory breaks
- The resources allocated to pupils who have special educational needs & disabilities will be deployed to implement these Assess Plan do Review Plans at SEND Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.
 - If a pupil does not make progress despite the School taking the action outlined, advice will be sought from the appropriate support services and the Assess Plan do Review Plan 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. Education Support Plan reviews will be held termly. Additionally, the progress of children with an Education Health and Care Plan 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.

Types of additional and different provision for pupils with SEND 2023-2024

- 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 English and Maths.






- We want to ensure all children who may be participating in these groups are making progress according to academic measures and holistic outcomes such as increased class participation and emotional regulation.

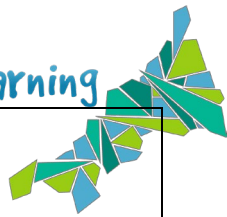
Training and expertise of staff supporting SEND

- The SENDCo has experience working with children with a range of SEND and is also Regional Lead for the South West with Whole School SEND. The SENDCo provides advice and support to all classroom staff to support pupils with SEND as well as liaising with external agencies to ensure pupils needs are met. The SENDCo refers to external agencies for additional advice where appropriate.
- The School benefits from Trust expertise.
- Staff have received training in areas such as: Trauma Informed Schools, behaviour management; autism awareness; emotion coaching and RWI 1:1 tutoring. Further half termly training is available for support staff through school hubs.

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

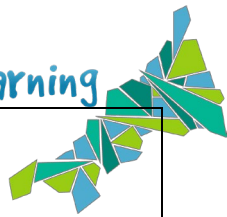
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views of all children are listened to and valued. • The children's opinions are voiced to the school through: <ul style="list-style-type: none"> Trusted emotionally available adults School council Class Rules • There is a school wide reward scheme in recognition of good work and good behaviour. <ul style="list-style-type: none"> • As well as meetings with teachers and other key members of staff including governors during subject monitoring. 	<ul style="list-style-type: none"> • SEND children are encouraged to be involved with all feedback groups. • SEND children are given additional support and guidance through differentiated planning and TA group support. • Teachers use assessment and work together to monitor the progress of our SEND children. • Provision mapping is used to track 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the children through: <ul style="list-style-type: none"> ➤ Children are asked their opinions, and these are included in Annual Reviews, Early Support TAC (Team Around the Child) meetings and when planning IEP targets. ➤ Child friendly monitor sheets make targets more accessible to the children. ➤ The children are encouraged to talk with the SENDCO. ➤ Support staff are available to advise and help children at all times.



	<p>targeted support.</p> <ul style="list-style-type: none"> • APDR targets are discussed and reviewed with pupils termly. 	
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2. Partnership with Parents and Carers

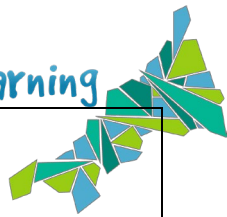
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The Academy works in partnership with all parents and carers. Advice can be sign posted by the Head of School and SENDCo. • Parents and carers are encouraged to participate in activities to support their children, the Academy and wider community. • Parents and carers are invited to attend all progress review meetings and respond to parental view questionnaires. • Pupils' progress reports are sent home annually and with termly parent consultation meetings. • Parents/carers know who to contact with a concern and ways to do this. 	<ul style="list-style-type: none"> • Knowledge Organisers enable parents to see learning focus, ideas for at home tasks and keep informed of class work. • Parents and carers are invited to attend information sessions. • Parents are able to contact school at any time to address any concerns. • The SENDCo will provide ideas to both parents and teachers. • If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children's needs and progress at least termly. • 	<ul style="list-style-type: none"> • Parents and carers are actively involved in all TAC meetings and SEND or Annual Reviews where their views are integral to consultation and development of positive outcomes for their child. • • Where appropriate, parents are given support to access multi-agency support and are involved in all relevant consultations. • • All documentation is presented in a format that is accessible to parents. •



<ul style="list-style-type: none"> • Face to face and/or phone call/email/dojo dialogue with parents is open between teachers/TAs and parents. • School newsletters are shared on dojo weekly- all parents are able to access dojo. 		
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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 the inclusion of all students. • All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based. • The Academy incorporates learning through use of the local environment and outdoor learning including school trips. • Regular data tracking and pupil progress meetings identify pupils who need specific 	<ul style="list-style-type: none"> • Intervention packages are needs led. • The progress of all pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group interventions including personalised programmes such as: <ul style="list-style-type: none"> • Read Write Inc 1:1 tutoring • Speech and language programmes • Fine and gross motor skills focused 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately differentiated to ensure achievement for pupils with SEND. • The school works in conjunction with appropriate external agencies to provide individualised and specialist provision where required. •



<p>interventions.</p> <ul style="list-style-type: none"> The Academy has a whole school positive behaviour policy, with rewards and sanctions. 	<p>programmes</p> <ul style="list-style-type: none"> Self-esteem programmes Lego Therapy for social development. Drawing Therapy for emotional well-being 	
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4. Teaching and Learning

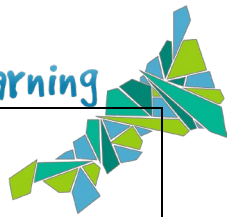
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> The school ensures quality first teaching to support the progress of all pupils. The literacy programme, Read Write Inc (RWI), is taught in differentiated groupings to ensure appropriate targets and progress for all pupils. Partner work is integral to all aspects of teaching and learning. Lessons are planned to incorporate different learning styles and encourage thinking 	<ul style="list-style-type: none"> Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Teaching assistant's/class teachers work with small groups to: ensure understanding; facilitate learning; foster independence; support pupils' focus and engagement. Independent learning is supported where possible through the use of a range of technology such as interactive whiteboards, 	<ul style="list-style-type: none"> Personalised and differentiated work is provided to facilitate independent learning. Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence. Classroom adults create a triangulated approach of intensive support whilst continuing to promote and support independence.



<p>skills.</p> <ul style="list-style-type: none"> • Pupils' work is consistently marked to facilitate pupils' understanding of whether they have achieved the learning objective and support given during and after a lesson for next steps with learning. • Pupils self-assess their understanding and learning throughout the curriculum. 	<p>laptops, chrome books and iPads.</p> <p>Special access arrangements maybe put in place for SATs at the end of year 6 following strict guidance.</p>	<p>Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.</p>
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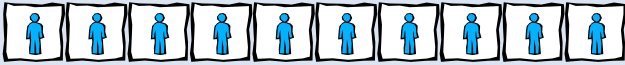
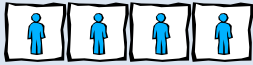

5. Self-help skills and independence

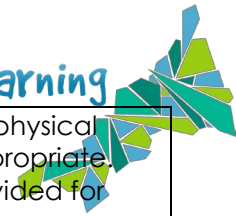
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All classrooms have self-help areas for literacy and numeracy resources. • Teachers plan and encourage independent learning. • Learning behaviours are encouraged through Our Ways of Being • Appropriate resources are available in all classrooms to promote independence, such as: Learning walls ICT Visual timetables Word banks Manipulatives 	<ul style="list-style-type: none"> • Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include: Small group support by the teacher or teaching assistant Additional visual support in the form of task boards/timetables. 	<ul style="list-style-type: none"> • Where appropriate, personalised visual timetables and NOW/NEXT task boards are utilised to support the development of independence. • Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The School Nurse service can also be consulted to further encourage independence in toileting. • Motional activity suggestions are implemented wherever needed to support children's SEMH progress



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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"> • Emotional resilience and well-being are considered fundamental to effective learning at the Academy. • The PSHE/SMSC curriculum is embedded in all aspects of the Academy's curriculum and includes all pupils. Regular PHSE sessions are held in each class and adapted to the needs of the pupils. • Risk assessments and safety policies are in place to ensure all children are safe within the Academy. • Routine hearing tests are conducted on all children in Y1. • Height/ Weight checks YF and Y6. 	<ul style="list-style-type: none"> • Where appropriate, pupils participate in small intervention groups to promote self-esteem and emotional well-being. The type of provision will be planned according to need. • All staff provide additional support and advice to parents and carers who have concerns regarding their children's health and emotional well-being. • Intimate care policy in place to support children, parents and staff. • Supported through IEPs for some pupils. • Motional suggested activities are planned for children to confidently make positive relationships with others 	<ul style="list-style-type: none"> • Early Support TAC (Team Around the Child) meetings and reviews are supported by a range of agencies. • Additional support for children can be requested from: <ul style="list-style-type: none"> Education Mental Health Worker Early Help Hub (EHH) CAMHS (Children and Adolescent Mental Health Service) Social Care and Family Support Penhaligons Friends Kernow Young Carers Wave Project Family Information Services School Nurse CLEAR First Light ASD team Cognition and Learning Team Physical Disability Team • Health care and intimate care plans are

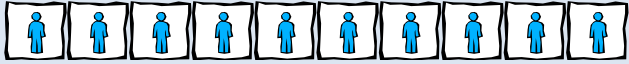
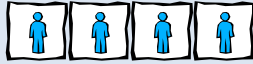



		<p>created to support children's physical and medical needs when appropriate.</p> <ul style="list-style-type: none">• Support and monitoring is provided for children with eating and toileting difficulties.• Physiotherapists and Occupational Therapists are used to support children and the adults working with them when required.
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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"> • Children have opportunities for social interaction in class and on the playground, regardless of need. • Accessible equipment is provided according to need. • Pupils feel safe and secure in their environment and empowered to ask for help when required. • There is a designated 'Designated Safeguarding Officer' (and deputies) and a named teacher for Looked After Children • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is applied consistently on a whole school basis. • Our children are all able and encouraged to meet and greet visitors. • Every class has regular school trips as part of their real life and relevant learning 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. • Risk assessments to ensure safety of pupils and staff. 	<ul style="list-style-type: none"> • Sky curriculum provides opportunities for social interactions. • Designated teaching areas are available, dependent on the specific needs of pupils. • • Dedicated resources are matched to pupils' needs. • • Quiet space available to reduce sensory overload. • • Space available within the building for pupils who require this.

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




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> All areas of the school are accessible to everyone including children with SEND. All classrooms are wheelchair accessible. Children feel safe and are in an environment where any incident of bullying is dealt with promptly and effectively. There are named Designated Safeguarding Lead: Mrs Emma Vyvyan (Head Teacher) Ms Emily Ford – DDSL (EYFS Teacher) Brett Marsh (Safeguarding Governor) All areas of the school provide a positive learning environment. Teachers focus on positive rewards for good behaviour, with dojo points being awarded in class daily. The Ways of Being is maintained across the whole school, reflecting the school rules and expected behaviour. There are trained First Aiders on site at all times to deal with accidents when required. 	<ul style="list-style-type: none"> Access to specialist equipment resources where appropriate. Risk assessments to ensure safety of pupils and staff. 	<ul style="list-style-type: none"> Specialist equipment and IT resources in classrooms enable children to be independent wherever possible. 1:1 support is provided for all children with an EHCP to ensure they can access practical aspects of the curriculum.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
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<ul style="list-style-type: none"> • Children visit their new classes at the end of summer term to meet their new teacher and work with their new classmates. • Lunches and visiting days are held for Pre-School children and their parents in the summer term. • Transition meetings are held between teachers to discuss any issues that may arise. 	<ul style="list-style-type: none"> • The SENDCO liaises with all settings to ensure all information is shared to support successful transitions. • Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children. • 	<ul style="list-style-type: none"> • The SENDCO and Head of School liaise with the relevant settings to arrange additional transition visits for pupils who require a personalised transition programme.

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> 
<ul style="list-style-type: none"> • SENDCO – National SEN Award 	<ul style="list-style-type: none"> • Nursery HLTA – SLCN focus – Wellcome 	<ul style="list-style-type: none"> • Potential staff CPD – tbc:



<ul style="list-style-type: none"> • Early Years TA's completed RWInc • Trauma Informed Schools (TIS) training (whole school) • SENDCO - TIS trained practitioner • Well-being training • Weekly inhouse review discussions during teacher and TA meetings 	<p>Assessments and activities following Language Link baselines</p> <ul style="list-style-type: none"> • Inclusive Approach (ASD, Dyslexia, SEMH) – whole school staff • Makaton trained (Nursery HLTA) • PRICE training (Headteacher) 	<ul style="list-style-type: none"> • (as individual needs arise)
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapists	Support children with communication difficulties	01872 221400 childrens.services@nhs.uk
Autism Spectrum Team	Support children with ASD	Vicky Brewer - Autism Spectrum Advisor Telephone: 01872 323210
Educational Psychology Service	Assess children who are having learning	



	difficulties and recommend strategies to support their learning	Through school 01637 880272
Hearing Support Service	Support children with hearing difficulties	01726 61004
Visual Support Service	Support children with visual difficulties	Alex Hunt – Qualified Teacher of the Visually Impaired, Sensory Support Service Mobile: 07565203538
CAMHS (Child and Adolescent Mental Health Services)	Support children with mental health issues	01872 221400 childrens.services@nhs.uk
Children’s Community Nursing	Support children with physical problems	01872 221400 childrens.services@nhs.uk

Services and organisations that we work with continued:

Service/organisation	What they do in brief	Contact details
SEND Assessment and Provision Team	Carry out assessment for statements and EHCP, and review and monitor implementation.	01872 322417
Physical Disabilities Advisor	Support children with physical needs	01726 22363
Early Help Hub	Advice on where to get help.	01872 322277



12. Pupil progress

How you assess and review pupils' progress towards outcomes, including how you work with parents and young people as part of the assessment review

Answer: Pupil progress is monitored through pupil progress meetings that are co-ordinated by our Headteacher and held with class teachers. Meeting data and observations are shared staff and next steps are agreed with parents. In addition, pupils with SEND have Assess Plan Do Review Plans (IEP's) that set SMART targets and are reviewed termly.

Pupils with EHC Plans have agreed outcomes that are reviewed annually through the SEND review meeting process. Review meetings are typically led by school who liaise with the Local Authority.

13. How we know how good our SEND provision is

How you evaluate the effectiveness of provision for pupils with SEND

Answer: The effectiveness of SEND provision is monitored by:

- Termly SEND learning walks.
- Termly SEND meetings with parents.
- Pupil progress meetings.
- EHCP annual review meetings.
- Team Around the Child (TAC) meetings.
- Collecting child and parent views (through views forms).
- Visits and reports from external agencies (such as Speech and Language, Educational Psychologist, School Nursing, Physiotherapy, Occupational Therapy, Autism Spectrum Support team, cognition and learning team, physical disability team, Vision and Hearing support teams).

- Trust SENDCO termly meetings.

14. If you wish to complain

How you handle complaints about SEN provision

Answer: Parents who wish to complain can find our complaints policy on our school website.

Answers to Frequently asked Questions

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

ANSWER: If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo. Children are assessed at regular intervals during the school year – if a class teacher has concerns about a child's attainment/progress (academically, emotionally or socially) they will liaise with the SENDCo and appropriate action will be taken. You and your child will be involved in this process.

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

ANSWER: If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo.

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

ANSWER: Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child and communicate with the school if there are changes in circumstance that may affect your child.

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

ANSWER: The curriculum will be differentiated to meet the needs of all learners. Children may have different work to do, the expected outcome may be different, additional resources or adult support in class may be provided.

5. How will school staff support my child?

ANSWER: If your child has special needs this will depend on the needs of your child.

- Differentiated work may be planned for him/her
- Additional adult support in class may be provided
- Strategies set up to allow children to work independently in class
- Intervention support & additional help, out of class

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

ANSWER: Targets for all SEND children are prepared and sent to parents termly in an Individual Education Plan (IEP), you will receive your child's Annual Report in the Spring Term and there will be parents' evenings and opportunities to meet the teachers during the year. You are also welcomed to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

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

ANSWER: All staff in school work hard to ensure that your child is safe and happy in school. For children who are experiencing emotional difficulties it may be that they can work with our trained support staff. Our staff are here to support families experiencing all sorts of difficulties. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact our SENDCO with your concerns and she can make a referral for you if necessary.

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

ANSWER: Your child's safety is paramount. We have an Anti-bullying Policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid and a team dedicated to support our staff in an awareness of specific conditions and illnesses. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way.

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

ANSWER: As a fully inclusive school, all children participate in whole school, curriculum and offsite activities. The extent to which each child participates, and the levels of support received will vary over time. We differentiate the activities and expectations to enable all children to take part. An exception to this would be if a child's behaviour is a risk to themselves or others.

10. How accessible is the school environment?

ANSWER: The school has access to all outdoor areas and we ensure all classrooms are accessible to all.

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

ANSWER: Transition days and transition books, TA support and additional classroom visits are given where necessary.

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

ANSWER: Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

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

ANSWER: All children's progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed and evaluated regularly.

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

ANSWER: Parents who believe their child's needs are not being met within school are asked to meet with the SENDCo/Headteacher to talk through their concerns in the first instance..

15. How is your Local Offer reviewed?

ANSWER: Our local offer will be reviewed by our Local Advisory Board of Governors (LAB) on an annual basis. The governors and Headteacher will also review progress through regular monitoring, reports to governors by the SENDCo and other Senior Leaders as well as through the performance management of key staff. A summary of the review will be published on the School website as an Information report

Any further questions: If you have any questions about our local offer,
Please don't hesitate to contact the school on 01726 438609 or email sky@kernowlearning.co.uk

Mrs Emma Vyvyan - SENDCO

sky@kernowlearning.co.uk

Mrs Emma Vyvyan - Headteacher

sky@kernowlearning.co.uk

