



## St Minver School and Nursery SEND Information Report and Local Offer 2024 to 2025

At St Minver school, everyone matters and everyone, whether child, parent or carer, or member of staff, is included in our nurturing, positive and respectful environment, where we celebrate our motto of Be Brave, Be Kind and Belong.

The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. All children are closely monitored, supported, and challenged to reach their potential. All Staff are supported through continuous and/or specific training to meet the needs of the children so that they have a clear and ambitious vision in providing a high-quality and inclusive education. We are committed to ensuring that all children make progress from their unique starting point. We do this through a variety of different provisions, differentiated planning and scaffolded delivery, by our dedicated, talented team of teachers and their assistants. We also use specific programmes and /or strategies from external agencies, where appropriate.

All children at St Minver School and Nursery, have the opportunity to access the National Curriculum and /or access all areas of learning in Development Matters, which is constructed to be ambitious and creative and designed to motivate, inspire and equip all learners, with special educational needs and/or disabilities (SEND), giving them the knowledge and cultural capital they need to succeed in life.

[Link to Aspire Special Educational Needs Policy](#)

[Link to Aspire Equality and Diversity Policy](#)




[Link to Accessibility Policy and Plan](#)

**Special Educational Needs and Disabilities Coordinator (SENDCo): Sally Hewitt**




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## The levels of support and provision offered by St Minver School and Nursery

### 1. A Pupil's Voice -listening to and responding to children




Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The views and opinions of all pupils are listened to and valued.                      Pupils voice is heard through:                          School council                          Wellbeing Team                          Pupil Conferencing                          Class discussion/circle time                          Feedback through marking                          pupil questionnaires                      Children's achievement both in and out of school are celebrated and shared through assemblies and displays.</p> <p>Safeguarding and SEND concerns are discussed sensitively and appropriately, following the correct guidelines.</p> <p>Trauma Informed Approaches</p> <p>Staff maintain an attuned and accepting emotional connection with pupils valuing the affect as an extremely important form of communication</p>	<p>Pupils are encouraged to contribute to both the 'On Alert' and 'SEND Review' phase in terms of a viewpoint on their progress, strengths, aspirations, and any concerns they may have.</p> <p>SEND children are given additional support through differentiated planning, supportive resources and adult guided group discussion/work.</p> <p>Time to Talk Programme</p> <p>Trauma Informed Approaches to develop effective communication skills and emotional literacy</p>	<p>Individual support is responsive to the views of the pupil through:                      Integrally being part of TAC meetings, SEN Support and On Alert reviews.</p> <p>Talking Mat</p> <p>Trauma Informed Schools Approaches to develop effective communication skills and emotional literacy</p> <p>Pupils are supported in target setting.</p> <p>Staff are available to advise and help children, at all times</p> <p>Team Teach de-escalation stem sentences and strategies</p>

## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children</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>Parents/carers are invited to attend a consultation evening termly and can request additional consultation, when necessary.</p> <p>Parents are invited to access the school messaging service and/or Facebook page.</p> <p>Parent/carers know exactly who to contact if they have any concerns.</p> <p>The school website enables the parent/carer to understand more about what their child is learning, special events, trips etc.</p> <p>A Parent questionnaire is sent home addressing specific issues.</p> <p>Parents of children with a medical concern are consulted annually about an impact a medical condition has on a child.</p>	<p>Families are invited to attend extra-curricular activities where appropriate.</p> <p>Parent meetings, differentiated homework, differentiated spellings, reading tasks and records, involve parents in supporting their children's progress.</p> <p>Websites are available to support parents with homework, newsletters and class letters.</p> <p>Parents are advised to contact school directly about concerns at any time in person, by phone, by email, home/school book or by social media.</p> <p>Parents are invited to discuss their child's progression with the class teacher and/or SENDCo, when a concern has been raised for a child's progress, and when a child's progress is reviewed.</p>	<p>Parent/carers are supported in attending, and are actively involved in all meetings where appropriate.</p> <p>A parent/carer's views are an integral part of a TAC meeting and a SEND Review.</p> <p>Advocacy is available to ensure the above.</p> <p>All documentation can be presented in a format that is accessible to individual parents.</p> <p>Parents are encouraged to join in with school trips where appropriate.</p> <p>Parents are contacted regularly by the SENDCo, either by TEAMS, phone, email or a letter home.</p> <p>Parents are encouraged to share their concerns and the concerns of Health Professionals, through the Parent</p>




<p>Parents are signposted to multi-agency support.</p> <p>Regular Parent Forum meetings provide opportunities to share views about key changes/developments to the school's plans.</p> <p>Parents are invited to join the PTA, to work together to identify and make improvements for all children and staff.</p>	<p>Termly drop-in sessions for parents to have an informal chat about SEND</p>	<p>Consultation form, in order to address the issues and concerns that there are, for a child holistically.</p> <p>The SENDCo liaises with other agencies, ensuring parents are involved in this process and have any additional support they need.</p>
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### 3.The curriculum

<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all pupils.</p> <p>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>The Dyslexia Screening test, Little Wandle Screening and Phonics Screening are</p>	<p>The progress of pupils taking part in intervention groups is accessed and reviewed on a regular basis.</p> <p>The intervention packages are reviewed and adapted or discontinued in light of a pupil's progress.</p>	<p>Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>In exceptional circumstances pupils can be dis-applied from some subjects.</p> <p>Pupils are supported in following their interests, and chosen curriculum,</p>

<p>used to identify pupils who need specific interventions.</p> <p>Pupil progress is monitored termly, and assessments are used to identify students who need specific intervention.</p> <p>All children have access to resources to support their learning.</p>	<p>Small group intervention work is focused on specific areas of need which can include:</p> <ul style="list-style-type: none"> <li>- literacy- reading, phonics, comprehension, spelling</li> <li>- handwriting</li> <li>- numeracy</li> <li>- social skills</li> <li>- auditory memory skills</li> <li>- gross/fine motor skills and coordination e.g. Fun Fit</li> </ul> <p>Social, Emotional and Mental Health Pupils are made aware of their next steps towards an objective in a visual format that is personalised to them.</p>	<p>regardless of their SEND and/or disabilities.</p> <p>Intervention work is focused on specific areas of need which can include:</p> <ul style="list-style-type: none"> <li>- speech and language</li> <li>- visual processing skills</li> </ul> <p>Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting behaviour and social, emotional and mental health needs, such as Draw and Talk therapy or time in with an emotionally available adult</p>
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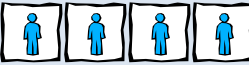

#### 4. Teaching and learning

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and scaffolded outcomes are used to ensure the progress of all pupils.</p>	<p>Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Class based staff work with small groups to:</p>	<p>Personalised and highly differentiated work is provided enabling independent learning, including the use of TEACCH structured approach to learning (e.g. use of TEACCH trays).</p> <p>Staff 'scaffold' learning by giving children</p>

<p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Different level groupings are identified for each class.</p> <p>Preferred learning styles are used.</p> <p>Learning Objectives are displayed and shared with all pupils.</p> <p>A pupil's work is regularly marked using a whole school and consistent approach.</p> <p>A broad and balanced curriculum is underpinned by a strong commitment to developing key Literacy and numeracy.</p> <p>Alternative ways of sharing and recording what has been learnt, are identified, and used.</p> <p>Key and subject specific vocabulary is Introduced prior to a subject being taught</p>	<ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence and self-esteem</li> <li>- keep pupils on task</li> <li>- promote resilience</li> </ul> <p>Independent pupil learning is supported by the use of technology.</p> <p>Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc.).</p> <p>Homework support is available.</p>	<p>just enough help to achieve something they could not do independently</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</p> <p>Outreach from a special school can be requested for advice on teaching and learning.</p> <p>Advice is sought from outside agencies to support teaching and learning from the following:</p> <ul style="list-style-type: none"> <li>- Educational Psychologist</li> <li>- Physiotherapists</li> <li>- Occupational therapist</li> <li>- Autism Spectrum Support team</li> <li>- Visual and Auditory Specialist</li> <li>- Early support team</li> <li>- Speech and Language Therapists</li> <li>- Aspire Autism Champion</li> <li>- CLIC Sergeant</li> <li>- CHES</li> <li>- SEN Support Services</li> <li>- Merlin Centre</li> <li>- Children's Developmental Centre</li> </ul> <p>Specific mathematical fluency programme identifies gaps and support needed</p>
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		<p>TA's working with individual children encourage the students to be independent as possible when working. Teachers and TA's use resources, questioning, visual supports, concrete resources and verbal prompts to develop independent working skills. ICT is used to record children's work where appropriate. Personalised task boards and visual timetables are in place to support independence, including e.g. use of 'Now and Next' boards or traffic lights to indicate and prepare for transitions during the day</p>
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### 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Technology is available to aid independence.</p> <p>Resources and manipulatives are available in all classrooms to promote independence.</p> <p>Pupils have access to visual timetables, Now and Next boards, communication</p>	<p>Where teaching assistants are in the classroom they facilitate independence and self-esteem.</p> <p>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers, reading rulers, task management board and checklist.</p>	<p>Teaching assistants working one-to-one with pupils encouraging them to be specific about what they need help with, develop resilience, along with asking them what they have done already to find the help for themselves.</p> <p>Additional support is shared to build</p>

<p>books, visual reminders, task management boards.</p> <p>Staff actively promote skills - such as being brave, self-efficacy, behaviours for learning, resilience, perseverance and taking risks - which will make pupils more effective learners.</p> <p>Staff help children to think, discuss and plan to develop characteristics of effective learning.</p> <p>Pupils are encouraged, year by year, to develop their self-help skills and independence.</p>	<p>Pupils have access to visual timetables, Now and Next boards, communication books, visual reminders, task management boards.</p>	<p>resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent.</p> <p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>Staff 'scaffold' learning by giving children just enough help to achieve something they could not do independently.</p> <p>Advice is sought from outside agencies to support self-help and independence from the following:</p> <ul style="list-style-type: none"> <li>- Educational Psychologist</li> <li>- Physiotherapists</li> <li>- Occupational therapist</li> <li>- Autism Spectrum Support team</li> <li>- Dyslexia Advisor Service</li> <li>- Visual and Auditory Specialist</li> <li>- Early support team</li> <li>- Speech and Language Therapists</li> <li>- Cognition and Learning</li> <li>- Merlin Centre</li> <li>-Community Nursing Team</li> </ul>
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## 6. Health, wellbeing and emotional support






<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Head Teacher is a Mental Health and Wellbeing Lead</p> <p>Motional Assessments are completed termly by the class teacher to inform SEMH needs.</p> <p>All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils.</p> <p>Mental health and well-being is co-ordinated by the Senior Leadership Team.</p> <p>Whole school Trauma Informed Schools is a culture which embraces approaches and tools, enabling staff to respond to all social, emotional and wellbeing concerns.</p> <p>Disagreements and bullying are dealt with by staff immediately and reported to class teachers.</p> <p>Themed assemblies are used to promote awareness of important issues.</p> <p>Weekly Jigsaw lessons include all pupils which is an integrated scheme of learning</p>	<p>An intervention group called 'Funky Friends' addresses</p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management</li> <li>- emotional wellbeing</li> <li>- friendship dynamics</li> </ul> <p>Risk assessments using the Aspire model are carried out to actively support pupils accessibility, ensure their health, well-being and emotional needs are supported when required.</p> <p>Fun Fit is targeted to help children with coordination difficulties.</p> <p>Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time or activities inspired by a TIS approach.</p> <p>Children identified through the Motional comprehensive screening as having a specific need can have therapeutic intervention as a group, delivered by a Mental Health Practitioner.</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies specific to a pupil's needs.</p> <p>Additional support for pupils can be requested from</p> <ul style="list-style-type: none"> <li>CAMHS</li> <li>Social Care</li> <li>Dreadnought</li> <li>Aspire Trust School</li> <li>Penhaligans Friends</li> <li>Music therapy</li> <li>Barnardo's</li> <li>Action for Children</li> <li>Speech and Language Therapy</li> <li>Behaviour Support Services</li> <li>Autistic Spectrum Disorder Team</li> <li>Physical Disabilities Team</li> <li>Educational Occupational Therapy</li> <li>Family Support Service</li> <li>CLIC Sargent</li> <li>Action For Children's Space project</li> <li>Community Nursing Team</li> <li>Merlin Centre</li> <li>HUGS</li> </ul> <p>Pupils with specific medical conditions have individual health care plans.</p>



<p>for personal, social, health education with particular emphasis on spiritual, moral, social and cultural development (SMSC), with a strong emphasis on emotional literacy and nurturing mental health, as the necessary underpinnings for learning - a mindful approach to PSHE.</p> <p>Bereavement counselling is available from Penhaligon's Friends.</p> <p>Resilience is promoted through competitive sporting events available to all where appropriate.</p> <p>The School Nurse Service is available through parental referral.</p> <p>Mixed ability peer support is integrated into lesson plans where appropriate.</p> <p>Risk assessment, PEEPS and safety policies are in place to ensure all children are safe within school.</p> <p>Pupils 'Buddy' up in class settings to provide peer support.</p> <p>A Mentally Healthy Schools policy is in place to ensure both children and adults are supported in school.</p> <p>Years 4 and 5 are taught Bike Ability.</p>	<p>Access to small group programmes led by the Education Mental Health Practitioner, Mental Health Support Team (MHST)</p>	<p>Draw and Talk therapy.</p> <p>5-point Scale to support emotional literacy</p> <p>Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting behaviour and social, emotional and mental health needs, such as Draw and Talk therapy.</p> <p>Individual Motional Assessments are completed to identify specific strategies needed to develop areas of mental health, wellbeing and emotional support</p> <p>Access to programmes specifically for individuals over 8 years old, led by the Education Mental Health Practitioner, Mental Health Support Team (MHST)</p>
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Access to whole class programmes led by the Education Mental Health Practitioner, Mental Health Support Team (MHST)		
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## 7. Social interaction opportunities

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>All pupils have opportunities for social interaction regardless of need.</p> <p>All pupils are invited on trips and visits subject to the necessary risk assessment.</p> <p>Children are encouraged to listen and have conversations to develop effective interaction with peers.</p>	<p>Sports teams play in local tournaments against other schools including Sports Ability events</p> <p>All children are able to attend school clubs.</p> <p>Playground leaders support (Year 5/6) for those pupils who need to learn the rules of a game.</p>	<p>All pupils are able to attend after school clubs.</p> <p>Where appropriate, children have access to a social interaction group which focus on a range of social interaction skills, enabling them to fully engage with other children and adults.</p>


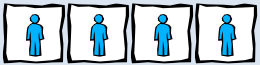

## 8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 

<p>Accessibility Policy and Action Plan are reviewed annually.</p> <p>All areas of the school are accessible to everyone including those pupils with SEND, other than the Gallery, which is not accessible for wheelchair users.</p> <p>All facilities, on the ground floor, have wheelchair accessible classes.</p> <p>Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively.</p> <p>There is a named child protection officer, The 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</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 children have access to an emotionally available adult if they are feeling upset, anxious or angry.</p>	<p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Some toilets are adapted by height and /or specialized equipment. Some toilets are adapted by height.</p> <p>A quiet room is available / individualised learning space.</p>	<p>Specialist equipment in practical lessons enable disabled pupils to be independent.</p> <p>Pupils who have profound and complex needs are supported by a Team around the child and have access to a specialist equipment and resources</p> <p>Designated teaching areas are available.</p> <p>Designated teaching resources matched to pupils' needs are available.</p> <p>2 members of staff are Team Teach trained to manage distressed behaviours and conflicts safely and respectfully.</p> <p>Outdoors/classrooms/halls/corridors/calm spaces are made accessible for young people with sensory needs.</p> <p>Support from Occupational Therapy to ensure any adaptations are risk assessed.</p> <p>Manual Handling Plans support children with physical disability</p> <p>Personal Emergency Evacuation Plans (PEEPs) is used to document how people will be evacuated when they have difficulty responding to a fire alarm or</p>
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		escaping from a building unaided, in the event of an emergency.
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## 9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>EYFS transition is well planned and takes place regularly and progressively.</p> <p>The Nursery to Reception classes have an open sessions, so that they can explore the setting and meet staff, during the Autumn and then summer term, prior to them transitioning the following September.</p> <p>There are strong links with feeder Nursery schools. Pastoral leads identify pupils who may need extra support at transition.</p> <p>Primary children visit the local secondary schools regularly.</p> <p>Nursery/Secondary staff visit school to support transition.</p> <p>Year 6 take part in transition day activities organised by receiving schools.</p>	<p>Pupils identified as possibly struggling with transition have a number of additional visits in small groups.</p> <p>The SENDCo liaises with pre-school and secondary school to ensure all information is shared before transition.</p> <p>The SENDCo liaises with class teacher and TAs to ensure a smooth transition with in the school setting.</p> <p>New children and their parents are welcome to visit the school for a tour prior to joining the school.</p>	<p>The SENDCo attends the annual review of a statement &amp; EHC reviews.</p> <p>Pupils have an enhanced, 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>Teachers and TA's have a 'Hand over' meeting prior to transition throughout KS1 and KS2.</p> <p>Children with Autism and Complex Needs have a Communication Passport or Pen Profile, produced as a handover from Year 6 to Year 7, to ensure that all adults are aware of their needs.</p>

<p>A 'move up' morning across the school allows all pupils to work with their new teacher.</p>		<p>Children with Autism or Complex Needs have an opportunity to complete a Transition Booklet, in the Spring term to build confidence to support transition to Year 7.</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>SENDCo is a qualified teacher who has completed the Postgraduate Certificate: The National Award for Special Educational Needs Coordination and a Masters in Education.</p> <p>SENDCo attends termly Aspire Academy Trust Inclusion Network training days to share latest SEND updates and practices to support pupils' needs.</p> <p>All staff receive training and updates on a regular basis regarding changes, updates to special educational need.</p> <p>Named Director for Inclusion is Sally Hannaford and Aspire Inclusion Lead is</p>	<p>SENDCo is aware of a range of interventions and possible provisions to support all areas of need</p> <p>SENDCo is trained to deliver Dyslexia Screening.</p> <p>Outside agencies/specialists provide training to meet needs and support.</p> <p>SENDCo is a Trauma Informed Practitioner</p> <p>SENDCo has completed WRAPS training to enable OT referrals to be made.</p>	<p>SENDCo know how to access specialist and individualised support from agencies.</p> <p>All staff have received Little Wandle Phonics training to assess and deliver prescriptive reading and spelling intervention.</p> <p>SENDCO has completed the Work, Rest and Play Sensory Way (WRAP) training to support Occupational Therapy involvement and sensory needs.</p>

<p>Iona Stoddard.</p> <p>SENDCo has completed the Autism Champion training.</p> <p>Family Information Service website is available for parents and staff to access guidance and advice.</p> <p>All teaching staff have on going Trauma Informed Schools (TIS) training and TIS approaches are embedded into their practice.</p> <p>SENDCo has completed the NASEN Every Leader a Leader of SEND training.</p> <p>SENDCo has completed the Headstart SPACE (Supporting Parents and Children Emotionally) Combined Facilitator Training</p>	<p>The Head of School is the Designated Safeguarding Lead and 3 SLT members are Deputy Designated Safeguarding Lead</p> <p>SENDCo is a FRIENDS Programme practitioner.</p> <p>The SENDCo is a SPACE Programme practitioner.</p> <p>The Literacy Lead, Teachers and TA's are trained in Little Wandle Letters and Sounds programme</p>	<p>SENDCo has completed training to support communication for children with Complex Needs.</p> <p>SENDCo attends Downs Syndrome training termly, which is provided by the Cognition and Learning Services.</p>
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10.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
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<b>Autistic Spectrum Disorder Team</b>	The Autism Spectrum Disorder Assessment Team (ASDAT) is an experienced multidisciplinary team for children and young people up to their 16th birthday who have complex social and communication difficulties.	Existing referrals: Contact the Children's Services Care Management Centre on: <a href="tel:01872221400">01872 221400</a> Email: <a href="mailto:cpn-tr.ChildrensCMC@nhs.net">cpn-tr.ChildrensCMC@nhs.net</a> New referrals: 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>Barnardos</b>	As one of the UK's leading children's charities, Barnardo's works directly with children, young people, parents and carers every year. They run over 1000 vital services across the UK, including counselling for children who have been abused, fostering and adoption services, vocational training and disability inclusion groups.	Head Office 0208 550 8822  NSPCC 24 Hour Child Protection Helpline. 0808 800 5000
<b>Bladder and Bowel</b>	The Bladder and Bowel Specialist Service also provides treatment of faecal and urinary incontinence including enuresis and related bladder and bowel problems in children and adults. The service is based from St Austell Community Hospital but clinics are provided from community hospital outpatient departments or health clinics.	The Bladder and Bowel Specialist Service 01726 873095
<b>Child and adolescent mental health services (CAMHS)</b>	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers.	Existing referrals: Contact the Children's Services Care Management Centre on: <a href="tel:01872221400">01872 221400</a> Email: <a href="mailto:cpn-tr.ChildrensCMC@nhs.net">cpn-tr.ChildrensCMC@nhs.net</a> New referrals: 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>Cognition and Learning Services</b>	This service supports schools in ensuring the effective inclusion, achievement and	Jo Davidson and Toby Wilson Cognition and Learning Advisers



	<p>progression of children and young people with cognition and learning needs.  The service works with learners with:</p> <ul style="list-style-type: none"> <li>• Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties</li> </ul>	<p>Telephone: 01726 61004 -  E-mail: <a href="mailto:cognitionandlearning@cornwall.gov.uk">cognitionandlearning@cornwall.gov.uk</a>  Website  <a href="https://www.cornwall.gov.uk/.../cognitionandlearning">https://www.cornwall.gov.uk/.../cognitionandlearning</a></p>
<b>CLIC Sargent</b>	<p>CLIC Sargent fights tirelessly to stop cancer destroying young lives. Their care teams provide day-to-day support for each child, young person and family, from information and guidance to clinical care and specialist play during treatment. They provide emotional and financial support and work with schools to ensure they access education even when they are not at school.</p>	<p><a href="http://www.clicsargent.org.uk">www.clicsargent.org.uk</a></p>
<b>Early Help Hub</b>	<p>The Early Help Hub is the single point of access for council and community based health Early Help services for children, young people and families in Cornwall. This is the point of contact for advice and requests for support for a child or young person who:</p> <ul style="list-style-type: none"> <li>• May have additional needs that cannot be solely by universal services and;</li> <li>• Where there is no perceived risk of significant harm.</li> </ul>	<p>01872 322277</p>
<b>Early Help Family Workers</b>	<p>Early Help Family Workers provide support for families with children aged 9 months - 12 years who are able to give their consent and commit to engage in support.</p>	<p>01872 322277  <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a></p>
<b>Educational Psychology</b>	<p>Educational Psychologists are specialists in learning, behaviour and child</p>	<p>Inclusion Referrals  Aspire Academy Trust</p>

	development. They work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them.	01736 753135
<b>Education Welfare Service</b>	<p>The Education Welfare Service is aiming to reduce truanting within Cornwall. This is a joint initiative between Cornwall Council and Devon and Cornwall Constabulary. Through this initiative the Police will have the power to take truants back to school.</p> <p>The Education Welfare Service can also offer support and help to pupils, parents (or carers) and schools who may be having problems with attendance.</p>	<p>Tracy McLennan Director, Peninsula Education</p> <p>Tel: 07969 479 506</p>
<b>Gweres Kernow</b>	Gweres Kernow is a small team of specialist social workers and consultant clinical psychologists. We work with other services to safeguard children who have displayed harmful sexual behaviours and those at risk of sexual abuse. We address the health and wellbeing of those children and young people with the aim of reducing offending and re-offending.	<p>Gweres Kernow</p> <p>01872 326791</p>
<b>Hearing Support Team</b>	The Hearing Support Team is one of Cornwall's Local Authority SEN Support Services. The Team provides families, schools and settings with advice on the educational management of hearing loss where this impacts significantly on the child or young person's education.	<p><b>Hearing Support Team</b> The Educational Audiology Centre Priory Road St Austell PL25 5AB 01726 61004</p>
<b>HUGS</b>	Hugs provides well-being support to children, young people, the elderly,	<p>Higher Whitley Farm, Helland Road, Bodmin, Cornwall PL31 2NT Email: <a href="mailto:wellbeing@hugsfoundation.org.uk">wellbeing@hugsfoundation.org.uk</a></p>

	military personnel and veterans to improve their health and well-being.	Telephone: 07948 404986
<b>Jigsaw</b>	<p>Jigsaw is a programme that aims to help children, young people, parents and carers who have alleged sexual abuse. This is achieved through:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• supporting through difficulties</li> <li>• offering appropriate confidentiality exploring ways to keep safe in the future.</li> </ul>	<p>01872 323218 / 324547/ 323876</p> <p><a href="mailto:jigsaw@cornwall.gov.uk">jigsaw@cornwall.gov.uk</a></p>
<b>Paediatric Occupational Health</b>	<ul style="list-style-type: none"> <li>• Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.</li> </ul>	<p>Telephone: 0300 123 101</p> <p>Website: <a href="http://www.cornwall.gov.uk/.../otchildren">www.cornwall.gov.uk/.../otchildren</a></p>
<b>Paediatric Physiotherapists</b>	<p>Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly.</p>	<p>Alison Botting Children's Community Therapy Lead 01872 254531</p>

<b>Penhaligon's Friends</b>	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624 or 01209 215889 <a href="mailto:enquiries@penhaligonsfriends.org.uk">enquiries@penhaligonsfriends.org.uk</a>
<b>School Nursing Team</b>	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.	Contact the Children's Services Care Management Centre 01872 221400 <a href="mailto:cpn-tr.ChildrensCMC@nhs.net">cpn-tr.ChildrensCMC@nhs.net</a>
<b>Speech and Language Therapy Team</b>	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	Speech and Language Therapy, Cornwall Partnership NHS Foundation Trust The Health Office, Wadebridge, PL27 7AT Phone: 01208 834411 / 07884 117897 Website: <a href="http://www.cornwallfoundationtrust.nhs.uk">www.cornwallfoundationtrust.nhs.uk</a>

<b>Physical Disabilities Team</b>	<p>The Physical Disability Team provide support to both the student and the school in an educational setting.</p> <p>Through close liaison within the Council's Special Educational Needs (SEN) support teams and key NHS therapy teams, they work to ensure all students with physical disabilities and medical needs have maximum access to the school curriculum. They are passionate about inclusivity and in ensuring all students have full opportunity to enjoy and achieve throughout their journey within educational settings.</p> <p>We want to share our expertise and specialist knowledge with teachers and education based staff to ensure they feel confident in supporting students with physical disabilities and medical needs.</p>	<p>Steve Deacon Physical and Medical Needs Advisory Lead</p> <p><a href="mailto:physicalandmedicalneeds@cornwall.gov.uk">physicalandmedicalneeds@cornwall.gov.uk</a></p>
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<p><b>Vision Support Team</b></p>	<p>The Vision Support Team support a wide range of visual impairments from severe sight impairment (blind) to sight impairment (partially sighted). A visual impairment...</p> <ul style="list-style-type: none"> <li>• is diagnosed by an Ophthalmologist</li> <li>• will affect each individual differently</li> <li>• can affect near vision, distance vision or visual fields</li> <li>• can range from severe sight impairment (SSI) to sight impairment (SI).</li> </ul> <p>As the implications of vision loss are different for everyone, a wide range of strategies may be needed to enable our young people to have equal access to the educational and broader curriculum.</p>	<p><a href="mailto:vision.support@cornwall.gov.uk">vision.support@cornwall.gov.uk</a></p>
<p><b>The Wave Project</b></p>	<p>NHS-recognised Therapies that deliver a real difference to children who need it. Award-winning Surf Interventions for children and young people</p>	<p>Address: 6 Fore St, Newquay TR7 1LN Phone: 01637 820831</p>

## 12. Pupil progress

Pupil's progress and attainment is an ongoing process of teaching, learning, consolidating and applying. The class teacher and support staff complete this. Children receiving Special Educational Support have Individual Educational Plans (IEP's) which show the support being put in place, enabling the children to achieve their targets. These are shared with parents and pupils. Progress towards the targets are continuously monitored and assessed. Pupils, parents and their teacher review targets and provision and successes are celebrated. If a child continues to require SEN Support, new targets and provision are planned and recorded using an IEP. However, if a child makes expected progress they will be removed from the SEN Support register and placed 'On Alert', to ensure that their progress is closely monitored for two further consecutive terms.

Parents can request a meeting with the class teacher, the SENDCo or the Head Teacher. Any concerns with progress are discussed with the Head Teacher, teacher, SENDCo.

All pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons.

### 13. How we know how good our SEN provision is

At St Minver School and Nursery, we are always monitoring and evaluating the quality of our SEN provision. We monitor our provision through Aspire Academy Hub monitoring visits, SENDCo observations and learning walks and conversations with pupils. We also ask parents for feedback and comments during review meetings and through parental questionnaires. In terms of intervention and specific provision, there is an entrance and exit assessment made to ensure the pupils are making progress from the provision. We make any appropriate adaptations as necessary. St Minver School and Nursery reviews its SEN provision annually using the Aspire Audit, which identifies strengths and areas for improvement, against the statutory requirements stated in the [SEND Code of Practice 2015](#). From this, an action plan is produced.

### 14. If you wish to complain

The first point of contact for concerns should be the class teacher. If you feel that there are still concerns or questions unresolved then contact the SENDCo (Sally Hewitt) or Head of School (Alicia Warren) to arrange a meeting.

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

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

## **Answers to Frequently asked Questions**

### **1. How do people in school know if a pupil needs extra help?**

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend St Minver School. Children's progress and behaviour are monitored through termly tracking systems. Children who may be vulnerable are identified on a Class Vulnerable Group record, used to consider both need and intervention when tracking and reviewing their progress termly. These are shared with all staff.

If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head of School. Following these meetings steps will be taken to address any concerns you may have about your child.

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Whole cohort, termly progress meetings with staff ensures progress is tracked and monitored appropriately and discussions about vulnerable groups are timetabled into staff meeting half termly. Where necessary, specific and targeted intervention support will be deployed.

### **4. How will the curriculum be matched to my child's needs and how will their needs be supported?**

At St Minver School and Nursery, we are flexible and creative with our approach to the Development Matters Guidance and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Whole Class (Wave 1) – support



and resources available to everyone in that class; Group (Wave 2) – support and resources available or tailored for small groups of children; and 1:1 (Wave 3) – support and resources specifically designed for or accessible by individual children.

All lessons are differentiated and scaffolded appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished.

Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support.

## **5. How will I, and my child, know how well they are doing and how can you help me to support my child's learning?**

St Minver School and Nursery operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff may ask to speak with parents at the end of the school day. Parents and pupils are invited to engage in an Autumn Wellbeing meeting and also, termly SEN review meetings in the Autumn, Spring and Summer term, where Individual Provision Maps are reviewed and new targets set for pupils and parents. Annual reports are sent home to parents in the Summer term. Throughout the year there are 'open afternoons' whereby parents are invited into the classrooms to share the children's learning, progress and support upcoming events e.g. class trips/residential. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child, then meetings can be arranged with class teacher and / or the Head Teacher at your request.

## **6. What support is there for my child's overall wellbeing?**

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them; to be healthy by ensuring that they enjoy good physical and mental health, by encouraging them to live a healthy lifestyle, keep safe by protecting them from harm and neglect, to enjoy life; to achieve well by giving them opportunities to make the most out of life, by teaching them the skills they need for adulthood, to make a positive contribution to their school, community and society, by being involved in their community and society and discourage involvement with anti-social or offending behaviour, contribute to their economic well-being and by ensuring that they are not prevented from achieving their full potential through economic disadvantage.

## **7. How do I know that my child is safe in school?**

At St Minver School, we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are

also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

### **8. How accessible is the school environment?**

The school building at St Minver School and Nursery is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom. We have a disabled toilet and changing facility.

### **9. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?**

Your child will be highly supported by school throughout every transition process. We would meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school they would be able to undertake extra transition days to allow them to become more familiar with the environment.

### **10. What specialist services and expertise are available at or accessed by your school?**

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/family-information-service/>

### **11. How is my child included in activities outside the classroom including school trips?**

Everyone is included in everything at St Minver School. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

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

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

### **13. What SEND training have the staff at school had or are having?**

The Special Educational Needs and Disability Co-ordinator (SENDCo) has undertaken the following:

- Accredited National Award for SEND Co-ordination, a year-long qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school.
- A Masters degree in Education with an SEND inclusion focus.
- Trauma Informed School (TIS) Practitioner training and continues to attend online update sessions to ensure TIS approaches supported are embedded in teaching, learning and SEND practices.
- Work, Rest and Play the Sensory Way (WRAPS). The training provides an understanding of individual sensory differences and needs, enabling teachers to identify and support sensory challenges faced by children within the school environment. On completion of the training the SENDCo is able to disseminate learning within the school so that basic strategies are introduced as needed to support pupils' sensory regulation and enable them to make a referral where necessary.
- Deputy Safeguarding Lead training
- Every Leader a Leader of SEND - essential information and actions for leaders in leading SEND across a school
- Supporting Communication for Children with Complex Needs
- Fun Fit training
- Time to Talk
- SENDCo has completed the Headstart SPACE (Supporting Parents and Children Emotionally) Combined Facilitator Training and attends termly workshops.
- Speech and Language workshops and sessions to support specific need of the pupils e.g. Using

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

If you feel that the Local Offer/Information report or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Sally Hewitt) or the Head of School (Jo Rodwell). Concerns may then be escalated, if necessary, to the Director of Inclusion (Sue Costello) or to the Board of Directors at Aspire Academy Trust.

### **15. How is your School Offer and Information report reviewed?**

Our School Offer and Information Report is reviewed on an annual basis in consultation with staff, parents and directors of the school.