

SEN policy and information report

Trevithick Learning Academy



Approved by: Andrew Mercer, Chair of governors **Date:** September 2018

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Mission statement

“Staff at Trevithick Learning Academy use a solution focused approach with all children in the school. This pragmatic and positive approach draws on children’s strengths to help them seek their dreams, use their drive, acknowledge their duty and become dazzling members of our school community”.

The children of Trevithick Learning Academy are the life of our school, all decisions and developments are made with their wellbeing and success at the forefront of our minds. We know that children only get one childhood, and our goal is to make sure that each learning journey is a positive and rewarding one. We encourage all of our children to work to the very best of their ability and offer an extensive range of stimulating experiences to ensure that every child has access to an exciting and inspirational education.

Some children find certain aspects of their learning challenging. Our Special Educational Needs policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our school and will make every effort to adapt teaching and learning to support a child’s educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements.

All classes are fully inclusive, support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at Trevithick Academy children may receive varying levels of support according to their changing needs and circumstances.

The school benefits from the addition of an Area Resource Base (ARB) which supports 10 children with moderate or complex learning difficulties. This is a specialist provision that delivers individual learning opportunities to support its cohort to develop the life skills and subject knowledge to prepare them for a successful transition to secondary school.

The school is fully inclusive and able to cater for all pupils regardless of disability. The whole school is fully accessible with all rooms and play areas on one level.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The Governing body and teaching staff will strive to ensure that the necessary provision is in place for any student who has special educational needs and/ or disabilities. They will ensure that, where the Headteacher or the appropriate governor has been informed by the LA that a student has special educational needs and/or disabilities, those needs will be made known to all who are likely to teach them, along with other colleagues as appropriate.

The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs and/or disabilities.

All staff will ensure that students with special educational needs and/or disabilities join in the activities of the school together with students who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision. We work in accordance with the Single Equality Scheme.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include; Educational Psychology Service, Cornwall Autism Team, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Behaviour Support Service, Sensory Support Service, Disabled Children's Therapy Team.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and a buddy's programme in the playground.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss. Nicola Garge

Tel: 01209 713460 E: ngarge@trevithick.cornwall.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Mr. Andrew Mercer, he will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes.
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At Trevithick Learning Academy, we believe that all children and young people are entitled to an education that enables them to make progress so that they; achieve their best, become confident individuals living fulfilling lives. (*SEN CoP 2014, p81, 6.1*)

Children are monitored closely at Trevithick Learning Academy, teachers will regularly discuss any concerns they may have with parents. Children's results are also closely tracked and pupil progress meetings held. These meetings seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline,
 - Fails to match or better the child's previous rate of progress,
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap. (*SEN CoP 2014, p84, 6.17*)
-
- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
 - b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
 - c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
 - d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
 - e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
 - f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
 - g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
 - h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or invited for further formal discussion with the SENCO and class teacher.

We realise the benefits of early identification and how making effective provision improves long-term outcomes for our children. High quality teaching available throughout the school ensures that the majority of pupils needs are met without additional support.

Where a pupil is identified as having SEN, the school take every action to remove barriers to learning and put effective special educational provision in place. The SEN support provided follows a four-part graduated approach, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs.

See definition of Special Educational Needs at start of policy.

5.3 Consulting and involving pupils and parents

Trevithick Learning Academy believes that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively
- d) Everyone develops a good understanding of the pupil's areas of strength and difficulty
- e) We take into account the parents' concerns
- f) Everyone understands the agreed outcomes sought for the child
- g) Everyone is clear on what the next steps are

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Family Information Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

5.5 Supporting pupils moving between phases and preparing for adulthood

The SENCO works closely with all children within the school and liaises with class teachers as children move through the school to ensure they know children's individual needs and what provision they require. As children enter year six we will begin to think about which secondary school children are transferring to. Some of our local secondary schools offer Saturday workshops that children can attend to become familiar with the new environments. The class teacher and I will meet with the SENCO / head of year of each of the secondary schools and discuss the needs and provision for individual children. The schools offer transition days near to the end of term to familiarise children with their new school.

For children with Statements/ ECH Plan's the SENCO will raise the subject of secondary transition at the annual review meeting in the child's fifth year in school so that parents can think about the most appropriate provision for their child and start looking at secondary schools. Some children with complex learning needs may require specialist provision and parents may choose to apply for a secondary ARB placement or special school. This application must be submitted through the process of EHCP/ statement review by the end of the summer term when the child is in year 5. Decisions are usually made by the following February. Meetings are arranged with the transferring secondary school and individual transition plans are developed. Some children may need regular visits to their new school. They may need to take pictures and ask questions before they feel comfortable with the move. We will support each child individually to ensure their transition is a success.

For children entering nursery, reception or in year transfers, the SENCO will arrange meetings with the parents and previous setting or professionals involved with the child to ascertain need and ensure all training and provision is in place for when the child starts at the school. Extra transition opportunities will be arranged to meet the new teacher, staff and pupils and look around the school. At the end of each academic year the SENCO produces a visual for every pupil in the school with photos of their new teacher, teaching assistant and other support staff as well as a calendar for the summer so they know when they are due back to school. This aims to limit anxiety regarding change.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions where appropriate:

- Accelerated reader
- RWI Literacy approach
- IDL literacy
- 123 math's
- Fry's common words flashcards
- Additional phonics grouping
- Phonological awareness
- Speech and language support
- Number recognition
- Speed up handwriting
- Pre writing – Write from the start
- The 'Ready to learn' approach
- Trauma Informed schools
- Funfit
- Social skills groups
- Personal workstations
- Keyboard skills
- 1:1 Reading
- Music therapy
- Pre-teaching topic vocabulary
- Time to talk
- 2:1 booster groups in literacy and math
- We currently have three Autism Champions (Miss. Garge, Mrs. Giles, Mrs. Wallace) in the school and two Trauma Informed schools practitioners (Miss. Garge and Ms. Waters).
- Additional interventions are sought and implemented to meet individual need.

5.7 Adaptations to the curriculum and learning environment

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Regular training and learning opportunities for staff on the subject of SEN are provided both in school and by external providers as appropriate. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Differentiation to behaviour policies.

5.8 Additional support for learning

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The SENCO is the designated person responsible for liaising with the following:

Education Psychology Service
County Autism Team
Occupational Therapy
Physiotherapy
Community Paediatricians
Dietician
School nurse
Specialist Epilepsy nurse
Child and Adolescent Mental Health Service (CAMHS)
Behaviour Support Service
Social Services
Speech and Language Service
Alternative augmentative communication Team
Hearing Support Team
Service for the Visually Impaired
Sensory Support Services
County Dyslexia Advisor
Early Years Area SENCO
Early Years Inclusion Team
Portage
Family Information Service
Family Support
Sallywags
Penhaligan Friends
EAL diversity
Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

5.9 Expertise and training of staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our SENCO has seven years of experience in this role and has worked as a teacher within a special school and an early year's teacher within our school. Prior to that she worked with adults with autism. She is an Autism champion, Trauma Informed schools practitioner and deputy safeguarding officer. The SENCO organizing all training for staff relating to children's special educational needs and attends any training herself to gain the knowledge and understanding to support all children if the need is to arise. The SENCO works four days a week; Monday, Tuesday, Thursday and Friday.

Within the wider inclusion team, we have an Elkan trained teaching assistant, Mrs. Hampton who delivers speech and language support throughout the school following the advice and goals set by the external speech and language therapist. Ms. Waters is another Trauma informed schools practitioner and works

with identified children. She has undertaken specialist autism training and is specializing in supporting pupils on the autistic spectrum while developing these strategies to adapt as whole school approaches.

Mrs. Sevier is of family liaison officer and pupil mentor. She works closely with families to access support for the wider family.

We have a team of 24 teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Elkan speech and language, diabetes, epilepsy, epi-pen, emotions coaching, Trauma informed schools, Structured approach to TEACCHing, Listening for learning, Sensory processing difficulties, visuals teaching supports, PECS, etc.

Where a child has an Education, Health and care plan in place we may assign a member of staff to work with the child to deliver the provision as detailed in the plan. However, as recognized in various government reports, having a member pinned to a child can cause more dependability and hamper progress. Therefore where possible we seek to encourage pupils to be as independent as possible while delivering support and provision via a number of staff in different or 1:1 interventions.

5.10 Securing equipment and facilities

All pupils with SEND pupils will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The school SENCO can refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

5.11 Evaluating the effectiveness of SEN provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, informal discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the SENCO through discussion with the class teacher. These reflect information passed on by the class teacher at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO, SALT Support worker and SEN /TIS support worker
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The Principal and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Regular training and learning opportunities for staff on the subject of SEN are provided both in school and by external providers as appropriate. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. A full risk assessment will be undertaken for any pupil with SEND and a discussion will be held with the head of school, SENCO and parents to make the relevant access arrangements in order for the pupil to make full use of the excursion.

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

5.13 Support for improving emotional and social development

Looking after the social and emotional development of the children within our school is one of our key priorities. For a child to be ready to learn and to make the most of their time in school they need to feel safe, secure and have available adults in which to trust.

All teachers and classroom staff offer a welcoming and caring atmosphere. Pupils and parents know that they can talk to staff whenever required to pass on concerns, information about events at home or how a child is feeling.

Within the school we have a number of staff working to support children's social and emotional development; Mrs. Sevier is our Family Liaison Officer and learning mentor. Ms. Garge, is our SENCo, Autism Champion and Trauma Informed Schools (TIS) practitioner, Ms. Waters is TIS practitioner and SEN support worker.

As a school we have recently adopted the 'Restorative approach' to address conflict. This aims to give pupils an opportunity to be listened to, both the harmed and those that caused the harm. It promotes the opportunity for pupils to address each other following the event and to hear from each other in order to

resolve the incident. This approach aims to build responsible, resilient pupils who can take responsibility for their actions.

Having previously been a Thrive school, we have converted to Trauma Informed Schools. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Trevithick Learning Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

Education Psychology Service
County Autism Team
Occupational Therapy
Physiotherapy
Community Paediatricians
Dietician
School nurse
Specialist Epilepsy nurse
Child and Adolescent Mental Health Service (CAMHS)
Behaviour Support Service
Social Services
Speech and Language Service
Alternative augmentative communication Team
Hearing Support Team
Service for the Visually Impaired
Sensory Support Services
County Dyslexia Advisor
Early Years Area SENCo
Early Years Inclusion Team
Portage
Family Information Service
Family Support
Sallywags
Penhaligan Friends
EAL diversity
Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

5.15 Complaints about SEN provision

Parents who believe their child's needs are not being met within school are asked to meet with the Head teacher to talk through their concerns in the first instance. Where concerns persist parents are asked to write to the chair of governors.

5.16 Contact details of support services for parents of pupils with SEN

The Family Information Service is the main signposting service for parents and carers of children aged up to 19, or 25 if he/she has additional needs. Tel: 0800 5878191 Web: www.cornwallfisdirectory.org.uk

The Early Help Hub is the primary point of contact for parents seeking support for their child.

General enquires; 01872 322277

Early Help Manager – Samantha Alexander 01736 salexander@cornwall.gov.uk

Early Help Coordinator – Clare Whittingham 01872 322318 cwhittingham@cornwall.gov.uk

Area Parenting lead – Myra Whitney 07800 610601 mwhitney@cornwall.gov.uk

5.17 Contact details for raising concerns

In the first instance we would recommend talking to your child's class teacher. Further to this you may contact the SENCO or Head teacher to discuss matters further. Please ring the school office and ask to be transferred Tel: 01209 713460.

5.18 The local authority local offer

Our contribution to the local offer is: [\[insert here\]](#)

Our local authority's local offer is published here: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss. N. Garge, SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Positive behaviour policy