Our ‘local offer’ for Special Educational Needs and Disability (SEND)

“Staff at St Issey use a solution focused approach with all children in the school. This pragmatic and positive approach draws on children’s strengths to help them realise our Christian values of wisdom, hope, community and dignity, enabling them to ultimately become proud and successful members of our school community”.

St Issey is a small primary school in Wadebridge, Cornwall. Our school is a place of learning, laughter and fun. We strive to nurture independent lifelong learners who are creative, confident and happy in an inclusive environment where the St Issey core values – **Wisdom, Hope, Community, and Dignity** are paramount.

The children of St Issey 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.

Our school staff are hardworking, dedicated and committed to providing an environment where pupils make good progress, are engaged and achievement is guaranteed. They are enthusiastic about making learning fun, and every child is valued and encouraged to develop to their full potential and be the best they can be.

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.

We are a storytelling school enriching children’s literacy through the magic of stories. We support reading and writing using the Read, Write Inc. Phonics programme and offer speech and language therapy input in class and delivered one-to-one following recommendations from the speech and language therapist. Staff are trained to identify and support a variety of special educational needs.

St Issey C of E School:

- Has a positive learning environment where children develop skills and learn how to apply them in a concrete and meaningful way.
- Encourages, supports and challenges all pupils to achieve their full potential, underpinned by our core Christian Values.
- Embraces individual needs and promotes their self esteem
- Develops and supports children to be healthier and independent
- Provides a caring, safe and secure environment where children's difference and opinion is valued
- Promotes proactive working partnerships with parents and carers
- Works closely with external agencies to engage the appropriate support for children. These services include; physiotherapists, occupational therapists, speech and language therapists, school nurse, etc.
- Works to support their child by attending to the holistic needs of the child and supporting children's families.
- Teaches pupils to communicate effectively, to be independent and to make good choices.
- Utilises the community effectively to enhance the learning curriculum and to support pupils to practice and extend their social skills.
- Develops pupil's self-esteem, confidence and independence for their continued learning journey, both socially and academically.

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 St Issey, children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision as such levels of support and provision will vary across time for individual children in response to their individual needs.

Link to Special Educational Needs Policy…

Link to Equality and Diversity Policy ……

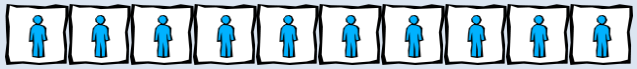
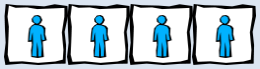
Link to Access Plan ……

Special Educational Needs and Disabilities Coordinator:

Miss Nicky Garge Tel: 01841 540232 E: ngarge@trevithick.cornwall.sch.uk

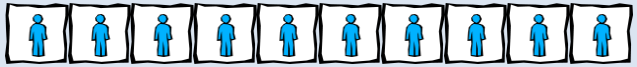
The levels of support and provision offered by our school

1. Listening to and responding to children and young people

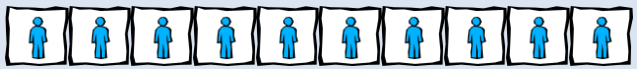
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision
The views and opinions of all students are valued. ● Student voice is represented in all aspects of school. ● Each class has 2 school council representatives. ● Student voice is heard through: - co-production - consultation - focus groups - questionnaires ● Access to 'trusted adults'	Students with SEND are included in all consultation groups. ● Additional provision is developed in light of student voice. ● Children are involved in their own targets and Pupil Passports.	Individual support is responsive to the views of the student. ● Student's views are an integral part of TAC meetings and SEN reviews, allowing children to voice their own perceptions regarding learning. ● Students are supported in person centred planning and target and outcome setting. ● Advocacy is available to ensure the above. ● All documentation is presented in a format that is accessible to the student. ● Meet and greet ● 1:1 specific, targeted and measured support

2. Partnership with parents and carers

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

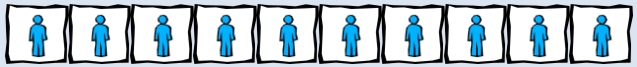
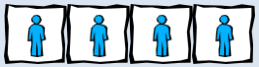
		
The school works in partnership with all parents and carers. ● The parents/carers of all students are invited to attend parent/carer evenings. ● We have open afternoons each half term for parents/carers to visit their child's class, see their work and find out more about what they are learning. ● Students' reports are sent home once a year after the spring term. ● Parent/carers know exactly who to contact if they have any concerns. ● 'Open door' policy throughout the school ● All children have reading diaries that are also used for communication ● All parents are invited to take part in their child's class visits. ● We produce a weekly newsletter that is available in print or electronically. ● We operate a text service to alert parents to any specific news. ● We have twitter feeds, Facebook and school website which enables parent/carers to see and understand more about what their young person is learning.	The school works in partnership with all parents and carers. ● The parents/carers of all students are invited to attend parent/carer evenings. ● Parent/carers know exactly who to contact if they have any concerns. ● Parents/carers are invited to attend support meetings to review their child's learning and agree provision and targets with school staff.	Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews. ● Parent/carer's views are an integral part of TAF meetings and SEN reviews. ● Advocacy is available to ensure the above. ● All documentation is presented in a format that is accessible to individual parents. ● Parents are encouraged to join in with school trips. ● Parents/carers are encouraged to engage in one-to-one reading and vocabulary programmes ● Parents/carers are invited to meetings with the Principal/SENCO/Teachers as well as other outside agencies:- ○ Family support ○ Educational Psychologists ○ ASD Team ○ School Nurse ○ Early Support meetings

3. The curriculum

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

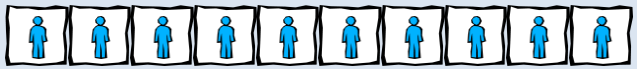
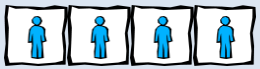
The curriculum is designed to ensure the inclusion of all students.
● All students, regardless of their ability and/or additional needs, have full access to the curriculum.
● Detailed planning for all subjects with differentiated outcomes.
● Termly curriculum targets
● Ongoing assessment of pupil's progress and attainment
● Analysis of National Curriculum levels.
● Pre-teaching vocabulary
● Visual timetables in all rooms
● Multisensory storytelling approach
● Emphasis on talk for writing/storytelling.
● Maths zones (concrete resources)
● Effective use of ICT across the curriculum
● Opportunities for all pupils to learn through individual and group discussion.
● Opportunities to work independently.
● Effective feedback is used to move pupils on in their learning.
● Children have 'talking partners'.
● Structured routines are followed.
● Whole school rewards/ behaviour policy
● Opportunities for reflection on work by all.
● All classes well supported by teaching assistants for both academic and emotional needs who model and explain effectively.
● Class teachers effectively utilise teaching assistants to provide targeted support when needed and then withdraw to promote independent skills.
	● Intervention packages are bespoke and needs led.
	● The progress of students taking part in intervention groups is measured on a regular basis.
	● The intervention packages are adapted in light of student progress.
	● Small group intervention includes:
	  ● Literacy – reading, comprehension, spelling, writing etc.
	  ● handwriting
	  ● numeracy
	  ● speech and language
	  ● Phonological awareness
	  ● Read, write Inc. top ups.
	● Individual Learning Targets in all core subjects – reviewed termly with parents
	● 'Bespoke' meetings with parents regarding specific issues
	● Use of appropriate switch technology and VOCA/ Makaton, symbols/Object of reference, Reading Doctor, IPad apps (as identified), etc.
	● Task Management boards
	● Visual cues
	● Additional daily reading
	● Gifted and Talented opportunities
		● Students with special educational needs and/or disabilities can access the curriculum with adult support as appropriate.
		● Ongoing review of Learning Plans
		● Daily contact with parents
		● Support from specialist professionals
		● Multi agency meetings to review areas of difficulty and levels of support
		● Differentiated timetable and activities
		● Individualised learning programme
		● Use of a range of specialised environments
		● Home/School communication book used
		● Additional Sensory input in collaboration with the Occupational Therapy service/EP Service/Outreach Service

4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision
● The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. ● The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. ● Mixed ability groupings to promote progress. ● Learning Objectives are displayed and discussed using a variety of methods. ● All children are clear about the objective for each lesson ● Differentiated Success Criteria are displayed. ● Opportunities for self-assessment and peer assessment ● Students' work is regularly marked and extended where appropriate. ● Effective feedback is used to move pupils on in their learning. ● Literacy/Numeracy is a priority for all staff: key vocabulary and key terms are displayed and discussed. ● Alternative ways of recording are used. ● Small group differentiation and teaching ● Structured environment within each class ● Consistent routines and systems across the whole school ● VAK multi-sensory teaching approaches ● Whole class, small group, partner and independent work. ● Daily handwriting and spelling practise. ● High expectations are made explicit.	● Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. ● Teaching assistants/class teachers work with small groups to: ○ ensure understanding ○ facilitate learning ○ foster independence ○ keep students on task. ● Independent student learning is supported by the use of technology, for example: ○ Laptops ○ Chrome books ○ IPADS ● Special examination arrangements are put in place for internal and external tests and examinations (reader's, scribes, etc.) ● Homework support is available ● Additional visual clues and guidance ● Individuals targeted questioning ● Time and support given before responses are required. ● Pre-teaching is used to support children preparing them for their learning The following interventions are available: ● Phonological awareness ● Writing ● Reading ● Phonics	● Personalised and highly differentiated work is provided enabling independent learning. ● Outreach from special school partnership is requested for advice on teaching and learning. ● Teaching at times can be in separate rooms/areas of school ● Specified/Identified time with class peers ● Regular heavy work matched to individual needs. ● Advice and support from external specialist i.e. Autism advisor, educational psychologist, speech and language therapist, etc.

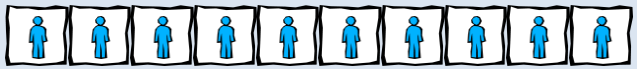
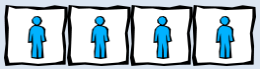
● Encouragement and praise are used effectively to engage and motivate children. ● Time for reflection and response ● Topic/RE homework is set throughout the school. ● School holds regular trips for all children ● All topics include outdoor trips and/or visits from speakers. ● Access to online learning ● Class and school rules are consistently emphasised and a positive approach to these is adopted at all times. ● 'Real-life' experiences are used as a stimulus for work	● Comprehension ● Maths ● Speech and language	

5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision
● Multi-sensory storytelling approach ● Maths zones (concrete resources) ● A box of resources is available in all class-rooms containing overlays, highlighters, dictionaries etc. which promote independence. ● Assessment for learning ● Clearly labelled and laid out classrooms ● Whole school accessibility ● Adult modelling of expectations and interactions ● Classroom monitors with specific responsibilities ● Independent work opportunities	● Where teaching assistants are in the classroom they facilitate independence. ● Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers ● Students have access to : ○ visual timetables/ schedules/ social stories ○ prompt cards ● Access to the school learning mentor ● Time to talk ● TA modelling / supervision at play and other unstructured times ● Task Boards	Where teaching assistants are in the classroom they facilitate independence. ● Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers ● Students have access to : ○ visual timetables ○ task cards ○ prompt cards ○ traffic light system ○ time out cards ● Intimate care plans following advice from professionals aiming towards independence. ● Communication aids

● Consistent routines and behaviour expectations ● Whole school rewards and behaviour policy ● Medical protocols ● Team points are used to reward self-help skills and independent learning.	● Intimate care plans (targets working towards independence) ● Phonological awareness training intervention	● Back chaining methods to encourage self-help and independence through repeated success. ● Individual visual timetable/ schedule

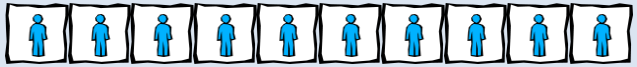
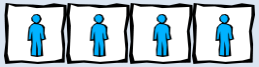
6. Health, wellbeing and emotional support

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

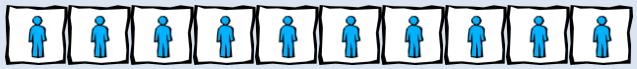
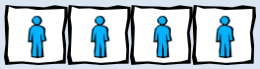
● Positive learning environment with excellent staff role models
● Focus on developing confidence and self esteem
● Displays in the hall to celebrate children's achievement.
● The contributions of every child are valued – secure and supportive learning environment.
● Student issues are dealt with by trained staff, as they arise.
● Risk assessments
● Well trained and experienced staff
● A body of staff trained in first aid to ensure the safety of students
● PE co-ordinator/ Coach
	● The SENCO's is a trained THRIVE practitioner
	● Risk assessments carried out.
	● Increased time allocated to emotional development and understanding
	● Focus on developing shared attention skills
	● Specific medical routines
	● Social stories
	● Bereavement counselling available on request
	● Access to school nurse on request
		● TACs, Early Support meetings and reviews can be supported by a range of agencies including the school nurse.
		● Additional support for students can be requested from
		  ● CAMHS
		  ● Social Care
		  ● Youth Centres
		  ● Penhaligans Friends
		  ● Music therapy
		● Students with specific medical conditions have individual health care plans.
		● Increased joint working between parents, school and multi agencies
		● Individual sensory breaks

• Sports fixtures arranged to aid resilience and emotional well-being • Healthy schools Status • A variety of extra-curricular clubs. • Breakfast club		• Visual Cues/individualised emotional support • Individual Positive Support plans. • Individual risk assessments • Intimate Care plans

7. Social interaction opportunities

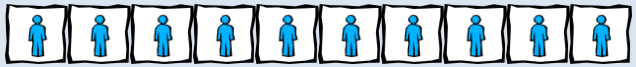
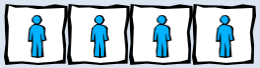
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision
• All students have opportunities for social interaction, regardless of need • All children have the opportunity to attend whole school trips/visits and shared experiences, often in collaboration with our partner school, Trevithick Learning Academy.	• Peer mentors/buddies for vulnerable children and young people.	• TAs support play opportunities for specific children

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
• All areas of the school are uplifting, positive and support learning. • All areas of the school are accessible and on one level surface.	• Non-slip, non-breakable equipment available in practical lessons. • Adapted PE equipment available. • Some toilets adapted by height.	• Specialist equipment in practical lessons enables disabled students to be independent.

● Well lit and well-resourced environment ● Visually clear classrooms ● Stimulating external play areas ● Accessible toilets ● Appropriately sized tables, chairs and furniture for each class to give full access for pupils. ● Students feel safe in an environment where bullying is dealt with effectively. ● There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. ● Teachers focus on rewarding good behaviour to promote a positive learning environment ● The rewards and sanctions system is robust and displayed around the school. ● Interactive displays ● Every class has: word walls, rich vocabulary, visual timetables, targets boards ● A toolkit for literacy/maths is accessible ● Children have access to whiteboards, digital cameras, IPads and chrome books. ● Flexible learning – inside and outside ● Reflection space in all classrooms ● Book corners in classrooms ● Water available in all classrooms ● Library ● Areas of the playground designated for different activities. ● Classrooms are well-organised and clutter free.	● Adjustable chairs/ tables available. ● Quiet areas (tents/ reading corners) ● Reflection areas ● Chewellery, move 'n' sit cushions	● Classrooms/halls/corridors are made accessible for young people with sensory needs. ● Designated teaching areas for identified pupils ● Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards ● A 'distraction free' area can be set up for a child as needed within the class space.

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
● Opportunities for all parents to meet their child's new teacher from nursery to reception. ● Transition programme for new reception children ● Pass up days for children to meet their new teacher and see their new classroom. ● 'Meet the teacher' afternoons for parents to meet their child's new teacher and hear about the year ahead. ● Meetings are held between the present and the next class teacher to discuss each child, their progress, needs and circumstances ● There are strong links with local secondary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3 ● Secondary staff visit our school to meet transitioning pupils.	● Students identified as possibly struggling with transition have many additional visits in small groups or with a teaching assistant. ● A communication passport is put together ● Transition booklets prepared for all SEN children with pictures of their new teachers, teaching assistants, support staff, classroom and colour coded calendar for the summer holidays. ● Visual cues/photographs/individual internal visits to promote positive transition.	● Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. ● The secondary SENCO may attend SEN Reviews (if the parent requests). ● Early identification of 'key worker/mentor' to help build familiarity (as required) ● On occasion the student may have a keyworker who spends time with them in primary school before supporting them in secondary school. ● 1-1 visits to secondary school ● Identified transition in the summer term ● Advice from other agencies to support individual transition ● Early support meetings

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details

Autism Team	The Autism Spectrum Team in Cornwall play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team promote a joint problem solving approach and promote interventions that are evidence based.	Autism Spectrum Advisory Team Telephone: 01736 336819
Educational Psychologist	Offer the following support: - Consultations with parents and staff - Assessment for individual pupils - Advice on strategies to support children and young people - Attendance at multi-agency meetings and review meetings - Contributing to statutory assessments and Single Education and Health Care Plans - Training for school staff, other professionals, parents and young people - Individual, family and group therapeutic interventions - Coaching/supervision for teachers and other staff	St Austell One stop shop Cornwall Council 39 Penwinnick Road St Austell PL25 5DR
Occupational therapist	Occupational Therapy (OT) aims to support children and young people in getting the most from their lives and achieving their potential. The OT will assess your child's functional and sensory needs and will work with you and your family to enable your child to become as independent as possible. This is likely to include activities designed to increase range of movement, co- ordination and sensory awareness. The OT will give advice on personal care, play, schoolwork, and leisure activities. Hand splints may be supplied for comfort and development of skills. Specialist equipment to promote function and learning may be provided to help your child at school or home. This may include specialist seating.	0300 1234 101 Referral through the Early Help Hub

Physiotherapist	The physiotherapist will assess your child's movement abilities and plan a treatment programme suited to his/her needs, designed to encourage development and independence. They will show you, and others involved in your child's care, how to carry out the exercises and activities, as your child will need to practice them regularly.	0300 1234 101 Referral through the Early Help Hub
Dietician	The Children's Community Dietician provides dietetic support to disabled children, their families and the professionals who work with them. Our focus is on children who are eating and/or drinking and who are at risk of under-nutrition. We do this by providing ● Open access sessions where you can get advice about common eating and drinking problems. ● Nutritional training and support for the teams who support and work with you. ● Assessment and advice for individual children who have significant nutritional difficulties affecting their growth.	0300 1234 101 Referral through the Early Help Hub
Speech and language Therapist	Speech and language therapists specialise in the diagnosis, evidence based treatment and management of communication and oro-pharygeal swallowing disorders. Therapists work directly with patients, their carers, families and with ward staff and other health-care professionals.	Speech and Language Team helpline 01208 834488 via the Early Help Hub 01872 322277
Alternative augmentative communication Team	Support the use of PECs / Makaton / visual communication environments and Alternative and Augmentative Communication (AAC) and give support to parents /carers and local settings in how to take these systems forward.	Tel: 07837 311604
Child and Adolescent Mental Health Service (CAMHS)	The service helps children and young people deal with emotional, behavioural or mental health issues. These include:	Tel: 01208 834600

	- Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem. - Problems with your behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession. - Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss. - Problems with development or disability e.g. bed-wetting and difficulties with eating, sleeping or talking. - Emotional problems linked to physical health issues e.g. difficulties with taking medication as prescribed by a doctor. We offer lots of different kinds of support and have a wide range of people who are trained to help. These include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	
Social Care	The children's social care offices are open from 8.45-5.15pm on Mondays-Thursdays and from 8.45-4.45pm on Fridays. When the Social Care offices are closed you can call 01208 251 300 in an emergency only.	0300 1234 101
Hearing Support Team	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	Tel: 01726 61004
Cognition and Learning Team	Cornwall Children Schools and Families support schools in including all children and young people with literacy difficulties (as outlined in the SEND&I services brochure):	Tel: 0300 1234 101

	● Solution focussed work around the needs of individual children and young people. This may involve assessment and/or observation but mainly focusses on the resulting provision; ● support for SENCOs, class teachers, TAs, etc. in meeting the needs of individual children and young people; ● support for Head teachers and SENCOs in developing whole school frameworks and strategies to ensure the inclusion of children and young people; ● support for schools in ensuring the attainment gap narrows for children and young people; ● training	
School Nurse	School nurses offer health assessments to all children when they start primary and secondary school. Yearly health assessments are also available and are routinely provided to children in care. Children in reception and year six have the opportunity to be weighed and measured. This information is used by the NHS to help plan and improve services for children.	Tel: 01872 221400
Area SENCO	The Senior Locality SENCOs (SLS) process all referrals to the Early years Inclusion Service (EYIS). They coordinate services within the EYIS and with other agencies for children with Special Educational Needs (SEN). They support and give advice to settings with their practice in relation to children with additional needs but do not get directly involved with all of those children. For some children, their additional needs can be well managed by a single agency response such as a speech and language therapist as well as the settings own SENCO. Not all referrals will lead to a child being placed on the SLS' active case list.	EYIS5@cornwall.gov.uk or via the Early Help Hub: 01872 322277
Family Support	Family Support - can help you with…	Family Information Service

	- Bedtime routines - Mealtime routines - Advice on getting ready for school - Understanding your child's behaviour and how to respond - Point you in the right direction for housing, benefit and debt advice - Information about work or training We help you tackle the things that are problems for you; sometimes we introduce you to other professionals with the expertise to better meet your needs.	https://www.supportincornwall.org.uk
Community Paediatricians	Community Paediatricians work specifically with children with individual needs across the county. We have training and experience in working with children who have physical disability (e.g. Cerebral Palsy), learning difficulties, social communication disorders (e.g. Autism) and other long-term disability.	Medical Secretaries Sue Dash Tel: 01872 254516 Liz Taylor Tel: 01872 254514
Epilepsy Nurse	Heather Sullivan and Caryn Jory, Epilepsy Nurse Specialists who see children who have a learning disability and epilepsy	Heather Sullivan Heather.sullivan@cft.cornwall.nhs.uk
Educational and provision Team	The SEN Assessment and Education Provision Team aims to work in partnership with the integrated support services, with parents and the other agencies involved with children with special educational needs to ensure a user-friendly service to all.	Tel: 01872 324242
Service for the visually impaired	● Specialist specific teaching for learners with visual impairment (for example Braille) ● Specialist teaching in using assistive technology for our learners with the most significant visual needs. ● Mobility and orientation training for our learners with the most significant visual needs.	Tel: 0300 1234 101

	• Functional visual assessments, followed by written reports and advice. • Support and advice for families of young children following diagnosis. • Training for staff working with our learners. • Specialist advice on the adaptation of educational materials to allow our learners equal access to the curriculum. • Advice on specialist equipment which may enhance learning opportunities. • Statutory reports such as Statement advice, Annual Review advice. • Liaison with a range of other professionals from Health, Social Care and the Voluntary Sector.	
Portage	We work with pre-school children aged from 6 months to 3 years who have significant and complex additional needs.	Tel: 0300 1234 101
Parent Partnership Service	Our friendly and dedicated team can provide information, advice, support and training for parents and carers of children with special educational needs to make informed choices about their child's education. Our service is confidential, independent, impartial and free.	Tel: 01736 751921 http://www.cornwallpps.org.uk/
Penhaligon Friends	We are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. We offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	Tel: 01209 210624 http://www.penhaligonsfriends.org.uk/
EAL Diversity	The Equality and Diversity Service works strategically across Children, Schools and Families and in partnership with schools and other agencies to promote Equality and Diversity in	Tel: 01872 327529

	Cornwall. We are committed to the principle that everyone is entitled to equal rights regardless of age, race, gender, disability, sexual orientation, religion or belief, marriage and civil partnership, maternity and pregnancy and gender reassignment. (The 9 protected characteristics described in the Equality Act 2010.)	

Answers to Frequently asked Questions

Please see below some answers for some potential questions you may have about the school. Please do however contact us, should you need to ask about anything in relation to our Local Offer.

1. How does St Issey School know if children need extra help and what should I do if I think my child may have special educational needs?
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 St Issey School, 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)*

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.

Assess - In identifying a child as needing special educational support the class teacher, working with the SENCO, will carry out a clear analysis of the pupils needs. This analysis draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from pupil progress meetings; making comparisons to their peers and national data, the views of the parents, pupils and the advice from external support services. Where it is decided that a pupil does have an SEN, the decision is recorded on the schools 'register of need' and the parents are formally notified.

Plan – Where it is decided to provide a pupil with SEN support, parents will be informed. The teacher, SENCO, parents and pupils (where appropriate) in consultation will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do – The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they continue to retain responsibility. They work closely with the teaching assistants or specialist staff involved, to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching. The SENCO supports the class in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review – The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents in line with the agreed review date. The class teacher and SENCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions the school may, with the agreement of the parent involve specialists and outside agencies. SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they have not made expected progress, the school and/ or parents should consider requesting an Education, Health and Care needs assessment. *(Previously 'statement' see SEN CoP 2014, P130)*

The purpose of an Education, Health Care (EHC) Plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. An EHC plans should be a forward-looking document that helps raise aspirations and outline the provision required to meet assessed needs to support the child in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package.

Some children may transfer to us with an existing identified need. The child's previous school will forward any information on assessment and provision for the child so that we can mirror or devise more appropriate support within our setting.

At any time throughout the child's time at school, a parent or teacher may have a concern about a child in regards to learning. They may contact the school SENCO directly and talk through these concerns, calling for further support or provision for their child as appropriate. The School SENCO will carry out observations of a child and recommend strategies for support. We appreciate that parents know their children best and it is important that all professionals listen and understand parents' concerns about their child's development.

The school runs an open door policy so parents can speak to teachers or ask at reception to see the SENCO or member of the senior leadership team at any time.

2. Who is responsible for the progress and success of my child in school?
The school governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head teacher. They receive collated and anonymised data about the progress of groups of children and hold the head to account for how good this is, in comparison to nationally similar groups of children. Your child's class teacher retains responsibility for the day-to-day teaching and assessment of your child and is always available to discuss and concerns or information. Our school SENCO is available to meet with at any time should you have any concerns about your child's progress or provision.

3. How will the curriculum be matched to my child's needs?
Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been written by staff to enable all pupils to access each subject in a meaningful and purposeful way.

The school delivers literacy through storytelling which is a multisensory approach and a repetitive format that helps pupils to build upon their skills sets. Booster sessions are organised for pupils who require extra support, matched to their level of learning and need. Staff follow advice from professionals and as needed may build in; motor skills programmes, heavy work, sensory diets, Picture Exchange Communication systems (PECs), Speech and Language therapy, etc.

4. How will staff support my child?
The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, partners or working independently. Some children may be taught, for a short amount of time, with 1:1 support from an SEN teaching assistant.

5. How will I know how my child is doing and how will you help me to support my child's learning?
Parents can speak to the class teacher at any time to keep up to date with their child's progress. A report is sent home in the spring term of each year and parent's evenings are run twice a year. Achievements are regularly shared with parents to celebrate success and the school will invite parents into school if they are worried about a child's progress. Parents are invited to attend Plan, do, review meetings to help devise targets and agree a consistent home/school approach.

Assessments of your child's progress are made regularly so the teacher always knows where each child in his/her learning and what their next steps are. The class teacher and the senior leadership team regularly meet up to discuss such progress and arrange extra support where required. Regular homework is set and parents can support their child's progress by helping them complete this work.

6. What support will there be for my child's overall wellbeing?
Children's wellbeing and emotional health is as important as their academic progress. Class teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem.

Our First Aiders support individual medical needs and staff are trained, where required in the emergency administration of medicine. All Personal care needs are met by staff in each class. We pride ourselves on how we maintain the dignity of this important aspect of a child's health and care needs.

7. What specialist services and expertise are available at or accessed by St Issey?
Senior leaders, teachers and support staff are skilled in meeting the individual learning, behavioural and social needs of children with moderate and complex learning difficulties. The school also has access to a range of specialist services including;

The Educational Psychology Team (EP), the Autism Advisor (AA), Speech and Language Therapists (SALT), Community Paediatricians, Occupational Therapist (OT) and Physiotherapy colleagues, the school nursing team, the Child and Mental Health Team, Early support, Teachers of the deaf/ visually impaired, etc.

8. What training have the staff had or are having?
All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of children with moderate and complex learning difficulties. A detailed induction programme is followed by a mentoring programme with experience staff observing and feeding back to new staff. All staff receive mandatory annual Safeguarding training. Many staff have also been trained in First Aid and Speech and Language.

9. How will my child be included in activities outside the classroom including school trips?
As a fully inclusive school, all children participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part. Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All trips are risk assessed and children with special educational needs and/or disabilities will have personalised risk assessments.

10. How accessible is the school environment?
Our site is a fully DDA compliant and an accessible single floor school.

11. How will St Issey School prepare and support my child to join the school and then transfer to secondary school?
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. The class teacher 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. 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.

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

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

When children whose SEN circumstances, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support maybe beneficial, this is agreed by senior leaders and additional support will be requested from the Local Authority. Parents are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. Support is reviewed on an ongoing basis.

14. **Who can I contact for further information?**
You can contact the school secretary for further information. You may also speak to the head teacher or SENCO for more information on our provision.

15. What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?
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.

16. How is our local offer reviewed?
Our local offer is developed through consultation with the senior leadership team, governors and staff. It will be reviewed by Governors on an annual basis.

Finally should you want to know what our current parents feel about St Issey School please follow the link to Parent View on the Ofsted Website.
The first point of contact for anything relating to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home School Diary. For matters not directly relating to your child's progress parents are invited to contact our main office where the Head teacher will be available to talk with you.

This list is not exhaustive, questions will be added as they arise to ensure a consistent approach to our provision.