SCHOOL OFFER AND INFORMATION REPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

1. At Perran-ar-Worthal School, our aspiration for children with Special Educational Needs and Disabilities is the same as for all children. In our school these are:

- To provide a safe and secure environment where pupils of all abilities are given the support and opportunities to achieve their full potential.
- To provide a rich curriculum that inspires and fosters a love of learning.
- To develop the 'whole child' where individual strengths are identified and built upon.
- To develop independence and self-confidence in an inclusive and nurturing educational setting where all feel valued and aspire to achieve their personal goals.
- To foster mutual respect where all feel valued.
- To ensure strong links with parents as partners in their child's learning.
- To ensure a smooth transition from one educational setting to another through strong lines of communication.
- To ensure all staff are appropriately trained and feel confident in their role.

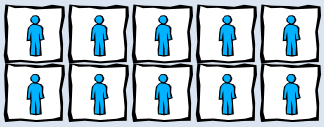
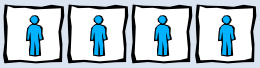
2. Please see our school website www.perran-ar-worthal.cornwall.sch.uk for our SEND Policy, Equality and Diversity Policy and Access Plan.

Contact details

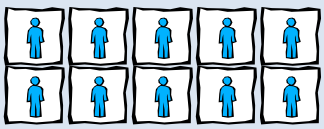
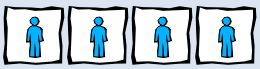
3. Rachel Heffer is the Headteacher and Special Educational Needs and Disabilities Coordinator (SENDCO) and is available most days throughout the week but it is advisable to make an appointment. Please contact the school office on 01872863004 to make an appointment.

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

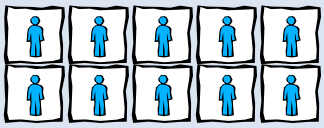
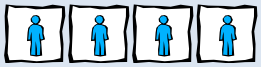
Whole school approaches (the universal offer to all children and YP) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Every pupil is treated equally and their individual needs are met to enable them to achieve of their best. Pupils are invited to share their thoughts and feelings about their education and the school's provision. School Council is used to ensure every pupil has the opportunity to be heard through consultations and fortnightly meetings where ideas are put forward and outcomes are fed back to each class by the class representatives. School Governors make termly visits, during which time they talk to children about their work and also carry out more formal pupil conferencing sessions based on a range of questions about the effectiveness of the school's provision.	Each class has 1 full time teacher. Each Key Stage 1 (KS1) class has a full time Teaching Assistant (TA). In Key Stage 2 (KS2), each class has a TA every morning and up to 3 afternoons each week enabling small group sessions to take place when necessary. The school is continuing to have staff trained with aim of providing a more dyslexia friendly approach to teaching all pupils.	All SEND pupils are involved in agreeing their Individual Education Plans (IEPs) and are invited to attend meetings with their parents to discuss their individual development and continuous provision. Each SEND pupil, with EHCP (Education Health Care Plan), where appropriate, has an individual home/school communication book. The school works with external agencies to meet the individual needs of our pupils. Rachel Heffer, the Headteacher, is the SENDCO. Documents relating to each child's provision is presented in a format that is accessible to the student.

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 
We are a friendly school with an open door policy ensuring all parents feel welcome to speak to either their child's class teacher or the Headteacher (SENDCO) if they have any concerns.	Parents are informed of any additional regular provision in place relating to catch up programmes and intervention groups.	Parents are given plenty of notice through strong lines of communication, to attend meetings regarding the progress of their child or any change to their

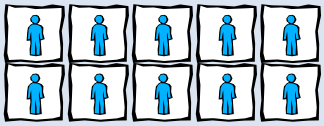
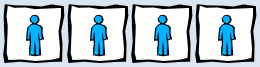
Regular meetings are scheduled throughout the year to keep parents well informed of their child's progress. Annual reports are sent home including levels of achievement against National Standards and progress towards IEP targets, where applicable. The weekly newsletter and school website helps to keep parents informed of what their children are experiencing in school. Friends of Perran-ar-Worthal School (FOPS) enables parents to develop closer links with the school through a supportive network of fundraising activities.		provision e.g. Team Around the Child (TAC) meetings. Meetings are arranged to inform parents if there is a need to involve external agencies where parental permission is needed to proceed with a referral. Documentation for parents is in a format that is easy to understand and time is given to support any parents needing guidance and support to understand processes and procedures in place.

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 school uses Cornwall's Inspire Curriculum as a basis for class topic focused work and year group learning objectives. This is accessible to all levels of ability. The school follows Cornwall's SACRE curriculum for teaching Religious Education. The school follows schemes such as SEAL (Social and Emotional Aspects of Learning) curriculum for teaching PSHE (Personal, Social and Health Education) In addition to Inspire Curriculum, the school uses the National Curriculum	During the morning, all classes are taught spellings in differentiated groups. KS1 use Read Write Inc as the basis for their spelling programme. Within each class TAs are used to enable small groups to access differentiated activities.	Pupils with SEND are provided with individual adult support where needed to ensure they can access the curriculum effectively e.g. 1-1 during swimming sessions; adult support during class lessons depending on the child's needs. A differentiated curriculum is offered to SEND pupils within the resources available at the school.

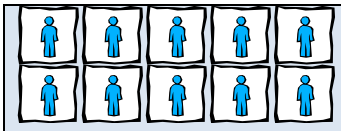
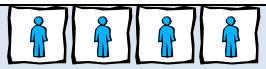
Standards to assess each pupil's progress against. REAL PE is taught throughout the school which has a skills based focus. Morning sessions are mainly focused on English and Maths teaching. Foundation subjects are taught during the afternoon.		

4. Teaching and learning

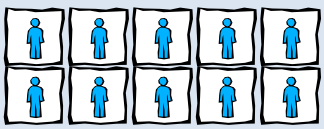
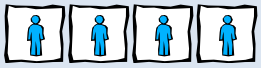
Whole school approaches (the universal offer to all children and YP) 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school is developing its Dyslexia Friendly Status to enable a more holistic approach to teaching and learning across all aspects of the curriculum. Learning objectives are clearly displayed under a 'We Are Learning To'(WALT) heading. When appropriate, differentiated learning outcomes are displayed. The school uses a consistent marking and assessment approach throughout the school where pupils are made aware of where they need to go next to improve their work.	Planning is clearly differentiated and adult intervention highlighted within planning, where appropriate. Spelling is a whole school approach where pupils are grouped according to ability enabling small group focused sessions to take place on a daily basis.	All SEND pupils have IEPs where their targets are considered by each teacher when planning their lessons. 1-1 support is in place for pupils who need more intensive support e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autistic spectrum disorders, severe literacy difficulties/dyslexia Specialist advice and guidance from external agencies e.g. Speech and language, Physiotherapist, Education Psychologists etc is used to support the planning and delivery of teaching programmes for teachers and SEND TAs. Where necessary, specialist equipment is used effectively following training from external professionals.

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

		
In all classes equipment is clearly labelled to enable pupils to independently access what they need to support their learning. Years 5 and 6 pupils are given the opportunity to attend residential camps where their independent skills and team work ethic is developed. All classes promote leadership through the use of monitors and school council representatives. Pupils are given the opportunity to carry out independent fund raising activities such as running cake stalls for their chosen charities. During school productions, pupils are given increasing responsibility for towards putting on a successful performance. School librarians and playground buddies are involved in the running of our school library and playground games. As a school we promote responsibility and respect for each other and property.	TAs within the classroom, encourage independence in all pupils particularly for those that can be heavily reliant on adult support.	Visual timetables and personalised task management boards are used with those pupils with SEND who respond well to this level of independence. Resources, such as traffic light fans, are provided for pupils to enable them to show a level of independence when asked to what degree they understand an activity and to indicate if they need help at certain points during a session. Additional IT resources are used to enable SEND pupils to access the curriculum with a higher level of independence.

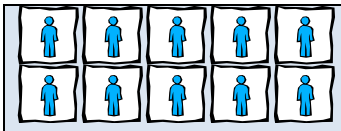
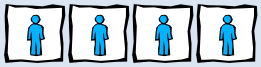
6. Health, well-being and emotional support

Whole school approaches (the universal offer to all children and YP) 	Additional, targeted support and provision 	Specialist, individualised support and provisio 
PSHE is taught throughout the school using the SEAL learning objectives and activities.	Resources such as Time to Talk (KS1) and Socially Speaking (KS2), are tools that are used to generate discussion within a group of pupils with the aim of	Resources such as Time to Talk (KS1) and Socially Speaking (KS2) are available in school for pupils who require support sharing their thoughts and feelings.

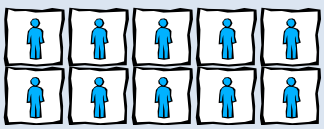
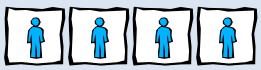
RTime and Circle Time are a speaking and listening activity with whole class games and activities that are designed to develop awareness of thoughts and feelings of others and to ensure all pupils are given the opportunity to share their views and feel valued. Daily assemblies have a strong moral focus where the school's ethos of mutual respect is reinforced through stories and songs. Several after school clubs are run to encourage all pupils to lead a full and active life e.g. Change 4 Life, Multi Skills etc The school has hot meals cooked on site and has a high take up of pupils choosing to have a school lunch each day. As part of the curriculum, pupils are taught to understand how their body changes as it grows and how they need to look after themselves including understanding healthy eating options and the importance of physical exercise.	supporting those that need to develop their social interaction skills e.g. turn taking, making eye contact, sharing feelings and understanding and respecting the views of others. Play leaders (Upper KS2 pupils), actively encourage pupils whose social skills need developing.	These resources can also be adapted to use in a 1-1 situation. A range of ongoing assessments are used to tailor to such provision to need. Additional support for pupils can be requested from The Family Support Service, The Parent Support Advisor and The Behaviour Support Service for pupils with more demanding needs. The school is able to make referrals on behalf of parents through the Early Help Hub to request support from external agencies e.g. school nurse, Educational Psychologist. Where pupils have specific medical needs, special arrangements are made to ensure they are kept safe and well whilst in school. Where medication needs to be administered during the course of the school day, the child's parent needs to complete a medical form giving written permission for the authorised member of staff to administer prescribed medication to their child. Where appropriate supervised self-administration will be offered. On rare occasions when a pupil might require prescription medication in an emergency, the school will deal with this on a pupil by pupil basis having being advised by the parent and where written consent has also been given.

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

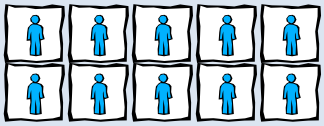
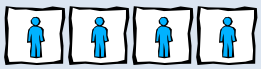
		
Residential visits are organised on an annual basis to develop group and team based activities. RTime and Circle Time are used as an opportunity to develop awareness of thoughts and feelings of others and to ensure all pupils are given the opportunity to share their views and feel valued. During lessons, children are expected to be able to work individually, in pairs or in groups. Extra curricular activities offer opportunities to interact with children from other classes.	Resources such as Time to Talk (KS1) and Socially Speaking (KS2) are used as a tool to generate discussion within a group of pupils with the aim of supporting those that need to develop their social interaction skills e.g. turn taking, making eye contact, sharing feelings and understanding and respecting the views of others. Play leaders (Upper KS2 pupils), actively encourage pupils whose social skills need developing. Where pupils may need more encouragement to take part in discussion groups, teachers consider the mix of pupils within the groups carefully.	Resources such as Time to Talk (KS1) and Socially Speaking (KS2) are available in school for pupils who require support sharing their thoughts and feelings. Where possible, a child, who has regular adult support on a 1-1 basis, is encouraged to work in the classroom alongside other pupils and is only withdrawn for activities that require high levels of concentration, a quiet area or when an assessment needs to take place. Adults who support pupils 1-1 with SEND, use a range of strategies to encourage their supported child to work with their peers. This can include involving the pupil with whole group work or being supported by another pupil through paired work. We recognise that at times, it is important for our staff to take a step back to enable a child to initiate their own social interactions and self-help skills.

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 
In all classrooms there is a clearly visible behaviour chart linked to a rewards system that is used consistently throughout the school.	Additional resources are made available to ensure targeted groups have access to equipment that enables them to work effectively alongside others.	The school has two disabled toilets accessible from all areas of the school. The school layout is wheelchair accessible throughout.

The behaviour policy is consistently applied in and outside the classroom. Classrooms are bright and appealing with displays that value pupils' work. Resources are stored securely and are clearly marked to enable pupils to access what they need during the course of the day. All staff are trained first aiders. Health and Safety checks are done on a regular basis with the Headteacher, Health and Safety governor and PFI team. The school motto, 'Together we can SOAR to success', is clearly displayed in a prominent place in the corridor. Award certificates, medals and badges, are also displayed to help promote a positive attitude towards learning.		The school carpark has a dedicated space for parents with children that have a disability and who are blue badge holders. Arrangements are made for pupils with allergies or medical needs e.g. epi pen Risk assessments are used to ensure activities on and off the school site cater for the needs of a child with specific difficulties including physical disabilities. Where possible additional equipment is made available to enable SEND pupils to access the curriculum and be involved in all activities e.g. special scissors, pencil grips, specific seating, dycem resources, sensory resources, zoomer rockers, IT etc The SENDCO and key members of staff has received positive handling training e.g. Team Teach.

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 
At the end of each academic year class teachers meet to discuss each pupil to ensure a smooth transition between classes. For pupils starting in EFYS, Learning Together sessions are organised to enable pupils and their parents to spend an hour in the school each week for 6 weeks during the last half term of the academic year. These sessions enable our new and youngest pupils to get to know their class teacher, the	Where pupils are worried about their transfer to secondary, additional transition sessions are provided by some secondary schools to enable these pupils to feel more secure about moving on from primary. Where pupils may need some additional support as part of a small group, information about support work activities is passed on to the next teacher.	Where a child has an IEP or an EHCP, the SENDCO, teacher and TA who works 1-1 with the child attend a meeting with the relevant members of staff within the setting that they are transferring to or from. Where appropriate a personalised transition book is created for a child starting at our school which includes photographs of staff that will work with the child and various parts of the school

TA and the classroom and school. The pre-school children are invited to special events held at the school throughout the year and they have access to the school library each week. The headteacher and the EYFS teacher visit the pre-school settings to meet pre-school children that have been allocated a place at our school. The EYFS and headteacher also meet with the pre-school leader to discuss each child's needs and development. Year 7 tutors from the local secondary schools visit our school to talk to the Year 6 teacher about our pupils moving up to secondary. All Year 6 pupils are invited to attend transition workshops at the secondary schools that they have applied for. Open days are offered to all our pupils by the local secondary. Visits and taster days are offered to parents who wish to transfer their child from another school during the course of the academic year.	Detailed assessment and specific pupil grouping is passed on to the next teacher at the end of the academic year.	that they will use on a regular basis. A meeting is arranged at the earliest opportunity, between the parents, SENDCO, 1-1 TA and class teacher to discuss their child's development and needs within their child's new setting. Where additional agencies are involved in a child's EHCP, a meeting is also set up at the earliest opportunity to ensure all information is shared and handed onto the next setting for that child. Termly reviews are held within school between the SENDCO, 1-1 TA and class teacher. Parents, external agencies and school based staff that are involved with the child are invited to attend the annual review meetings. Where a child is transferring between schools during the course of the academic year, when possible, relevant staff will visit the child within his or her existing setting to observe the pupil and to discuss the child's development and needs with the staff at that school. Children are always encouraged to participate in meetings to share their views relating to their progress and we are flexible about how this is carried out.

Services and organisations to which we have access

Service/organisation	**Contact details**
Educational Psychology Service	Kate Horrill Senior Educational Psychologist

Educational Psychologists assess and observe children and assist school with meeting the needs of identified children on the Record of Need. They may write reports following a visit. When an Educational Psychologist sees a child in school, parents are informed and usually invited to a meeting. Educational psychologists also give training to teachers.	01209 614175 khorrill@cornwall.gov.uk https://www.cornwall.gov.uk/
Behaviour Support Service Behaviour Support advisers observe children in school, talk to teachers, teaching assistants and parents to provide strategies to improve children's behaviour.	Julie-Attwell-Cook County Parenting Advisor 07837311505 jattwell@cornwall.gov.uk
Dyslexia Cornwall Dyslexia Advisers may be called in to observe a child in class and to help the school and parents devise strategies for support with whole staff training. Advisers run courses and they are involved in helping schools to become 'dyslexia friendly'.	Susan Mendham Project Manager 01872 274827 Helpline 01872 222911 Dyslexia Advice and Information Centre enquiries@dyslexiacornwall.org.uk www.dyslexiacornwall.org.uk
Speech & Language Therapy Service (SaLT) Speech and Language Therapists assess children to determine their speech and language difficulties and review progress. Goal sheets and advice are provided for schools and parents.	Contact the Early Help Hub on: 01872 322277 earlyhelphub@cornwall.gov.uk www.cornwall.gov.uk/earlyhelp
Physical Disability Service This service offers support for children and adults who have a physical disability and may provide special equipment.	Health and social care 0300 1234 131 (adults) 0300 1234 101 (children) adultcare@cornwall.gov.uk children@cornwall.gov.uk
Occupational Therapy Occupational Therapists observe and assess the needs of specific children and give advice as to the support needed at school and at home. Sometimes they provide specialist equipment.	0300 123 101 Website www.cornwall.gov.uk/.../otchildren If you feel that help from a Paediatric Occupational Therapist would benefit your family please contact the Multi Agency Referral Unit (MARU) on 0300 123 1116
Physiotherapy Physiotherapists observe and assess the needs of specific children in terms of physical development and give advice as to the support needed at school and at home. They may provide a programme of exercises to follow.	Reception 01872 252601 Appointment booking office 01736 758846 Allied Health Professionals Therapy Lead Clare Rotman clare.rotman@nhs.net
School Nurse The school nurse can be contacted by parents for advice on their child's health	Falmouth Health Centre 01872 221704

and can also provide parenting and behaviour support. The school nurse will come into school annually to carry out child measurements in EYFS (Early Years Foundation Stage) and Year 6.	New Referrals: Contact the Early Help Hub on: 01872 322277 earlyhelphub@cornwall.gov.uk
Vision Support All children in the Reception Year have a vision screening test. Professionals offer. advice to overcome barriers to education caused by loss of vision.	Theresa Maunder Professional Lead Vision Support Team 01726 61004 vision.support@cornwall.gov.uk
Hearing Support All Year 1 children have a vision screening test. Professionals offer to work with children in school and provide advice linked to educational issues arising from hearing difficulties.	Hearing Support Team The Educational Audiology Centre Priory Road St Austell PL25 5AB 01726 61004 Text: 60030 hearing.support@cornwall.gov.uk
Autism Spectrum Team Assess and observe children and assist school and families in meeting the needs of children with autism.	Autism Spectrum Team 01872 323210 admin.staustell3@cornwall.gov.uk
Child Adolescent Mental Health (CAMHS)	Contact the Early Help Hub on: 01872 322277 earlyhelphub@cornwall.gov.uk or if you wish to make a referral please use the approriate link below. The website for professionals is www.cornwall.gov.uk/earlyhelphub The website for parents is www.cornwall.gov.uk/earlyhelp
Medical Professionals Professionals assess children who have been referred to them for an emotional or health need. They diagnose conditions such as ADD or ADHD. Support is sometimes provided for schools and families following diagnosis. GPs and paediatricians may provide reports for schools which give information and sometimes guidance.	Contact your local surgery.
Social Care Children and families may have a family support worker who can offer support at home and/or at school.	Health and social care 0300 1234 131 (adults) 0300 1234 101 (children) adultcare@cornwall.gov.uk children@cornwall.gov.uk
Parent Support Service Parent support advisors offer informal opportunities in school to discuss the needs	Julie Attwell-Cook County Parenting Advisor: jattwell@cornwall.gov.uk

of parents and carers in caring for their children. They also make home visits if requested to provide parents with further support.	01736 336909 07837311505 Lorna Searle lksearle@cornwall.gov.uk 07872 809577

Parents needing support or advice can find many contacts on the Family Information Service Website: **www.cornwallfisdirectory.org.uk/**

Frequently asked questions and answers

How does your school know if my child needs extra help and what should I do if I think my child may have special educational needs?

All pupils are regularly assessed throughout the year. Data from assessments, in addition to day to day monitoring of progress through marking, provides the information needed to identify those children that may require additional support. If you feel your child may have special educational needs, please discuss your concerns with your child's class teacher or the SENDCO.

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

The headteacher maintains an overview of the progress of all pupils in the school. Class teachers supported by Teaching Assistants plan for and monitor the progress of their pupils. The SENDCO has particular responsibility for those pupils who require additional support. In addition to school staff, parents play a vital role in the development of their children and the school actively encourages a strong home/school link.

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

Our school uses the New Curriculum objectives to plan for the pupils. In all classes, teachers plan differentiated tasks to ensure pupils of all abilities can access the curriculum effectively. Additional support is in place for those pupils who require support within a smaller group or 1-1 support.

How will school staff support my child?

Support will be tailored to the needs of the class, a group or an individual. This will include practical learning resources as well as adult support.

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

Regular are meetings are held throughout the year between parents and the class teacher. We have an open door policy where, if you feel you would like to speak to your child's teacher, we will do our best to ensure we accommodate you. Annual reports are sent home at the end of the summer term. Every Friday morning between 8:45am and 9:00am, parents are invited in to the classrooms. If your child has additional needs, termly meetings will be arranged for you to discuss your child's progress towards their Individual Education Plan (IEP) targets. Annual reviews are also planned, where any outside agencies involved with your child's progress, are invited to attend. Where a child has a EHCP, all staff involved in your child's development, will provide written reports at the annual review meetings.

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

The school follows a carefully structured behaviour policy and in addition to PSHE sessions and circle time for the pupils, parents are encouraged to share any concerns they feel the school should be aware of, regarding their child's wellbeing.

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

The school has up to date Health and Safety and Safeguarding policies in place. All staff are regularly trained and informed of any changes to policy or any parental concerns that relate to their child. Risk assessments are completed where appropriate.

What specialist services and expertise are available at or accessed by your school?

Specialist services available to the school are listed above. These are accessed on a needs basis.

What SEND training have the staff at school had or are having?

The Headteacher is the SENDCO holds the statutory SENDCO qualification. Staff have received dyslexia training and regular in-house training is provided by the Learning Support Coordinator for staff working with children that have specific needs. The SENDCO attends regular relevant training sessions and cascades appropriate elements of this training the staff at school.

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

The school ensures that all school trips are inclusive. Risk assessments are conducted to ensure all pupils are able to enjoy their learning off site in a safe and well managed environment.

How accessible is the school environment?

The school is wheelchair accessible throughout. There is disabled parking available in the school car park.

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

Where a child has a EHCP, the school will use advice from outside agencies and specialists to ensure the appropriate resources are in place (as outlined in the child's statement).

Who can I contact for further information?

In the first instance, parents can contact their child's class teacher or the SENDCO. The contact details for outside agencies are listed above.

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

If a parent does not feel the school is delivering what their School Offer states, the parents need to contact the Headteacher in the first instance. If the parent is not satisfied with the outcome, they must then refer to the complaints policy available on the school's website.

How is your School Offer reviewed?

The School Offer will be reviewed annually with relevant staff and governors.