



North Petherwin School

(Part of the ANDARAS Multi-Academy Trust)

Our 'Local Offer' for Special Educational Needs and Disability (SEND)



Our local offer details the provision that we provide within the school and the services that we access in order to make the best endeavours to meet the needs of all children within the school, including those with additional needs and disabilities. This offer links with North Petherwin School Improvement Plan and the Pupil Premium Improvement plan. It details the provision offered by the school, links to the performance management of all staff and ensures that the school budget shows value for money. This plan details the provision in place to ensure that your child is included in the school's long-term aim, to be in the top 10% of schools Nationally. All staff and the Governors are involved in monitoring and evaluating the provision provided annually and are responsible collectively for the successful implementation of the offer to ensure success and achievement for all pupils including those with additional needs and disability. The plan links directly to our Special Educational Needs, Equality and Diversity and Pupil Premium Policies and encompasses the vision provided within these policies. The offer is monitored closely through evaluation on a regular basis by all involved. All staff are provided with relevant and appropriate training in order to ensure that they are taking their best endeavours to ensure that the offer detailed is being met at all times.

North Petherwin acknowledges that children with SEND may have faced multiple barriers to learning over the period of school closure due to the impact of Covid-V19. Applying the principle of equity, our team will consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning. We will ensure we maintain a humane approach concerned with the fundamental wellbeing and positive development of our pupils.

[Link to Special Educational Needs Policy](#)




[Link to SEN Information Report](#)

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Tracey Laithwaite.




Tel: 01566 785886 Email: tlaitwaite@andaras.org

The levels of support and provision offered by our school

1. Listening to and responding to children and young people




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Pupils feel safe and, in an environment, where bullying is minimal and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' and a named 'Child in Care' teacher. • The views and opinions of all students are valued. • Pupil voice is represented in all aspects of school. The school has a school Parliament which all children are involved in. Children make up the four Parliament committees. • Suggestion boxes are within classrooms and the reception area. • Positive behaviour approach principles underpin our approach to working successfully and being in relationship with all children in our school 	<ul style="list-style-type: none"> • School voice is embedded within our school. • Every pupil within the school are part of the 'School Parliament'. They sit on one of the four committees and meet half-termly. • Pupils with SEN and those receiving Pupil Premium are part of Parliament. • Where appropriate, additional provision will be arranged in response to: <ul style="list-style-type: none"> ○ Termly tracking / school data, ○ Pupil premium ○ Rate of learning progress ○ Target group reviews ○ Teacher concerns 	<ul style="list-style-type: none"> • Pupil's views are an integral part of TAC meetings and SEN annual reviews/EHC Plans. Provision Maps are written for children with EHCP, these are reviewed on an ongoing basis and are updated and changed twice yearly as a minimum. • Children on the Record of Need, including SEN Support level and Monitoring level have provision maps which are reviewed termly. • All documentation is presented in a format that is accessible to the pupil. • Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents.

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school makes best endeavours to work in partnership with all parents and carers • Parents receive a half-termly curriculum newsletter with information on their children's topics. • Parents are welcome to meet with the teachers, SENDCo and Headteacher to discuss any concerns formally and informally. • The parents/carers are invited to attend parent meetings on a termly basis. Meetings are offered for the duration of 20 minutes termly. • Parents receive an end of academic year written report, which outlines their child's achievements, progress and targets. • The school reading record encourages written dialogue between families/parents and school. • Parent/carers know exactly who to contact if they have any concerns. • The school website enables parent/carers to understand more about what their young person is learning. 	<ul style="list-style-type: none"> • Parents are able to contact school regarding concerns at any time. • SEND links are on the school website. • Parents are given information relating to services and support which may be relevant to their needs in the area, these are displayed in the notice board areas for parents to access. • Parents are invited to contribute to their child's Provision Maps in order to set new targets / reviews for their child. • Virtual sites such as phonics play are available to support children at home 	<ul style="list-style-type: none"> • Parent/carers are supported in attending and are actively involved in all TAC meetings and SEND reviews. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Provision maps for children with EHC plans are reviewed and updated termly. • Children at SEN Support and Monitoring level receive provision maps, which are updated termly. • All documentation is presented in a format that is accessible to individual parents. • Parents are encouraged to join in with school trips. • Parents of PPG/SEND/Vulnerable children are invited in further meetings with class teachers and SENDCo as and when required. • Parents are supported in liaising with outside agencies e.g. Family Support, Educational Psychologists, ASD Team, School Nurse, Occupational Therapists, Early Support, Mental Health Support Worker.




<ul style="list-style-type: none">• Class dojo provides a way of communication between the parents and school staff. Photos are uploaded and shared; messages can be sent between parents and teachers.• Meet the Teacher meetings take place at the start of the academic year. This enables the parents to understand class expectations and to ask any questions.		<ul style="list-style-type: none">• Where appropriate, Parents/Carers are encouraged to join in with school trips or activities.
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils, which teachers scaffold and adapt learning so that all pupils can achieve. • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • Visible Learning – clear learning intentions and success criteria are shared with the pupils. • In class adaption of work/ adaptive outcomes for activities/ reinforcement or extension activities • Success criteria and learning intentions as well as outcomes for the sessions are shared clearly with the pupils. • The ‘small steps to learning’ approach allows pupils to access the maths curriculum at their speed, gaining support when required. • Quality marking • Non-written tasks, recording responses • Feedback from assessments Learning walls and displays • Access to learning support materials – word lists/mats, number lines, 100 squares, maths mats 	<ul style="list-style-type: none"> • The ‘maths ladder’ approach enables pupils to gain targeted support to access the curriculum. It also allows children to challenge themselves. • Intervention packages are bespoke, and needs led • The progress of pupils taking part in intervention groups is measured on a regular basis • The intervention packages are adapted in light of pupil progress • Phonics intervention groups • Speech and language activities • Social Skills/Self-esteem interventions • Guided writing groups Guided reading groups • Targeted Maths support groups • Little Wandle reading Scheme • Trugs Phonics intervention • Trauma in Schools (TIS) sessions 	<ul style="list-style-type: none"> • Pupils with special educational needs and/or disabilities can access the curriculum with adult support as appropriate. • Phonics intervention • Speech and Language activities • Reading with a teacher/TA • Little Wandle inc phonics and spelling • Visual cards/PECs • Visual timetable • Talking tins • Trauma in Schools (TIS) sessions • Boxall Profiling • Dyslexia Screening • 1:1 speech & Language sessions following a Care Plan devised by the Speech Therapist • Inclusion of interventions recommended by outside agencies which may include: Educational Psychologist, School Nurse, Occupational Therapist, ASD Team • Pupils are supported in following their interests and activities regardless of their SEN and/or disabilities

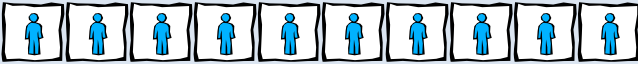
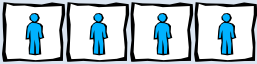

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| <ul style="list-style-type: none">• Adult support & position in class (teacher and TA)• Little Wandle reading Scheme• Accelerated reader scheme | | |
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • Children and staff work together to create class charters linked to Rights Respecting Schools. • Pupils are rewarded for positive learning behaviours with Dojo points which make up the house point system. • Writing frames • IWB background colour • Effective use of ICT by pupils and teacher • Whole school behaviour policy • Visual prompts • Visual timetables • Capability curriculum focusing on Managing Feelings, Confidence and Agency, Communication, Relationship and Leadership, Planning and Problem Solving, Creativity, Resilience and Determination. • The 'maths ladders' approach allows pupils to access the maths curriculum at 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task. • Independent pupil learning is supported by the use of technology, for example: <ul style="list-style-type: none"> - Laptops - IPADS - talk tins • Child's position in class • Phonics group • Guided writing group • Guided reading group • Precision teaching in Maths and English • Literacy intervention group • Trauma in Schools (TIS) sessions • Accelerated Reader 	<ul style="list-style-type: none"> • Personalised and highly adaptive work is provided enabling independent learning. • 1:1 support is in place for students who need more intensive support and include specialised support for those who may have: <ul style="list-style-type: none"> ○ Physical disability ○ Sensory need ○ Speech and language difficulty ○ Autism (ASD) ○ Severe literacy difficulties ○ Severe Numeracy difficulties ○ Global learning delay ○ Severe Social, Emotional & Behavioural needs ○ Medical needs • Coloured overlays • Talking tins • Task boards • Visual prompts • Dyslexia screening test • Trauma in Schools (TIS) sessions • Accelerated Reader • Little Wandle • Wellcomms




<p>their speed, gaining support when required.</p> <ul style="list-style-type: none">• All children are given a half-termly knowledge organiser for the key concept. This supports them with their home learning.• Accelerated Reader• Little Wandle	<ul style="list-style-type: none">• Little Wandle•	<ul style="list-style-type: none">• BPVS
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult for help. These include: <ul style="list-style-type: none"> ○ Peer to peer support ○ Sourcing classroom resources ○ Selecting and using a range of appropriate tools ○ Developing thinking and problem-solving skills • Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include: <ul style="list-style-type: none"> ○ Word / sound mats / flash cards ○ Hundred squares/number lines ○ Maths resources ○ Talk tins ○ Coloured overlays where appropriate ○ Pencil grips where appropriate ○ Word Banks • Visual timetables are on display in class- rooms to aid independence 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom, they facilitate independence. • Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers • Our pupils have access to the following if appropriate: <ul style="list-style-type: none"> ○ Adaptive and scaffolded resources ○ Visual timetables ○ Visuals ○ Now / Next boards ○ Ear defenders ○ Task boards ○ Wobble/sensory cushions ○ Individual workstations • Trauma in Schools (TIS) sessions 	<ul style="list-style-type: none"> • Teaching assistants working one to one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. We encourage the use of: <ul style="list-style-type: none"> ○ Peer to peer support ○ Learning areas ○ Specialised resources ○ Self-checking ○ Use of highly adaptive / scaffolded toolkits etc. • Personalised task boards and timetables are in place to support independence. • Individual targets • Trauma in Schools (TIS) sessions




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| <ul style="list-style-type: none">• Adults are aware that children who are emotionally healthy are more able to develop self-help skills and independence | | |
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6. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • PSHE/life skills lessons include all pupils • Positive reinforcements – Dojo points, achievement certificates • Whole school behaviour policy • Risk assessments are updated regularly • Communication with parents via Class Dojo • Trauma in Schools (TIS) sessions • Capability curriculum focusing on Managing Feelings, Confidence and Agency, Communication, Relationship and Leadership, Planning and Problem Solving, Creativity, Resilience and Determination. • Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school • Staff are aware of the importance of noticing children and being aware of their emotional state • Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing 	<ul style="list-style-type: none"> • Risk assessments are carried out and updated. • Talk groups/confidence interventions are available when required. • Communication with parents via Class Dojo • Pupils are encouraged to attend after school clubs; inter and intra-school competitions and activities to develop resilience and emotional well being • Risk assessments are carried out for all activities • Trauma in Schools (TIS) sessions 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Early support / Child in Need / CP meetings and SEND reviews are supported by a range of agencies and professionals • Additional support for our pupils can be requested by or through: <ul style="list-style-type: none"> ○ CAMHS ○ Social Care ○ Speech and Language Therapist ○ Educational Psychologist ○ Autism Spectrum Team ○ Occupational Health Services ○ Physiotherapy Services ○ School Nursing / specialist nurses ○ Visual Support Services ○ Hearing Support Services ○ Cognition & Learning Team ○ Physical and Medical Needs Advisory Service ○ MHST • Home-school link books.

		<ul style="list-style-type: none">• Pupils with specific medical conditions have individual health care plans which are shared with all staff.• Communication with parents via Class Dojo• Trauma in Schools (TIS) sessions
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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction, regardless of need All pupils belong to a house group. • All pupils belong to a committee in the School Parliament • Playground Leaders • Trauma in Schools (TIS) activities. • Capability curriculum approach. • All students are invited on trips and visits regardless of ability or disability. • Residential trips in Key Stage 2 challenges and encourage the development of age-appropriate social skills 	<ul style="list-style-type: none"> • Social Skills intervention • Trauma in Schools (TIS) sessions • All staff are trained to and are encouraged to support the social interaction of students 	<ul style="list-style-type: none"> • Additional support from outside agencies such as the ASD Team • Trauma in Schools (TIS) sessions • Individual screening will be used to assess the social and emotional needs of individual children and shared with all adults in the classroom.

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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those pupils with SEND. • Staff are aware of how the school environment can be used/adapted to suit the emotional and learning needs of children in their class. They recognise that each cohort is different and organise their class environment to reflect this • Pupils feel safe and, in an environment, where bullying is absolutely minimal and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment • Each class displays its 'Class Charter' displaying pupils and staff rights. 	<ul style="list-style-type: none"> • There are named adults who are 'Team-Teach' trained • Schools have a disabled toilet. • Trauma in Schools (TIS) sessions • Coloured enhanced IT screens to ensure work presented is dyslexia friendly • Pictorial cues, use of symbols • Visual timetables to support routine and predictability of the school day 	<ul style="list-style-type: none"> • Intervention areas • Trauma in Schools (TIS) sessions • There are named adults who are 'Team-Teach' trained • Staff trained to ensure that the emotional wellbeing of individual children is always being considered. • Specialised targeted support from the Speech & Language Therapist, Physiotherapist, Occupational Therapist, Visual, Physical & Medical and Hearing Advisory Teacher's

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All year groups have at least 2 full transition days in their new year groups/classes in July. • Children visit the local secondary school regularly in KS2 for specific events including sporting events. • There are links with local secondary schools SENDCO. Staff identify children who may need extra support at transition from KS2 to Secondary • Secondary staff visit the Y6s as part of the transition process. Transition activities are also arranged in Maths and English, which children take with them to college. • Staff have transition meetings to pass on information about pupils. • Trauma in Schools (TIS) sessions • Meetings are held between the present and the next class teacher. 	<ul style="list-style-type: none"> • Pupils identified as possibly struggling with transition have many additional visits in small groups as required • Communication with the transition school is robust • Adults are aware of the emotional trauma some children experience when moving on to a new class / setting / teacher/ TA etc. • Trauma in Schools (TIS) sessions 	<ul style="list-style-type: none"> • At times a pupil may require a key worker at their secondary school who will support transitions from Year 6 • Our pupils have a structured and gradual transition package from setting to setting and from year to year. This ensures that they are familiar with routines; key members of staff; running of the school day, environment; geography of the school and transport arrangements • Our pupils with SEND have extra / enhanced visits to college in Year 6. • Where necessary, our pupils will be supported by an Early support plan to ensure transition planning is robust and meets the needs of the individual • Trauma in Schools (TIS) sessions • The secondary SENDCO attends Year 6 annual reviews

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early Help aims to ensure that services to support children and their parents are there when they need them.	earlyhelphub@cornwall.gov.uk 01872 324605
Speech and Language Therapy	The speech and language therapist work alongside our school to support children with any speech and language needs.	Referral via school or GP Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP Further information: Child and Adolescent Mental Health Service (CAMHS) Cornwall Partnership NHS Foundation Trust (cornwallft.nhs.uk)
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Referral via school or GP Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Social Care	Support for families struggling with care aspects regarding their children	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Family support	Support for families regarding issues within the home which don't relate to care concerns	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support children in need.	Referrals can only be made through school
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	Katy Neve - Manager and Senior Educational Psychologist Department of Children, Schools & Families Sedgemoor Centre, Priory Road, St Austell. PL25 5AB

Multi-agency professionals: Physiotherapist, Occupational Therapist, Speech and Language Therapist (SaLT), Dietician, Learning disability nurses, Continence nurse	Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports), feeding plans, toileting plans, sensory integration plans, communication plans including the production of communication passports	Through the school
Parent Carers Cornwall	The PCC are parents of children and young people under the age of 25; their aim is to meet regularly to provide a united voice by creating a forum for parent/carer views. The PCC works alongside Health therapy, Education and Social Care services.	Parent Carers Cornwall 07973763332 admin@parentcarerscornwall.org.uk
Dreadnought	Socialisation, anger management, self esteem, bereavement, domestic violence, abuse, young carer support (this a payable service)	www.thedreadnought.co.uk 01209 218764
Penhaligon's Friends	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624 Home - Penhaligon's Friends
CLEAR Support	A Cornwall based charity dedicated to the highest levels of care and support for people of all ages and all genders impacted by abuse and other emotional trauma. Their mission is to help children, young people and adults harmed by abuse and emotional trauma and to prevent abuse from occurring.	admin@clearsupport.net 01872 261147
SENDIASS - Special Educational Needs & Disability Information, Advice & Support Services	Independent, confidential and impartial advice for parent / carer of a child or young person (aged 0-25) with a special educational need or disability.	01736 751921 Home - SEND IASS - Cornwall

Answers to Frequently asked Questions

1. How does North Petherwin know if children/young people need extra help?

We know that children need additional help in a number of ways including:

- Concerns are raised by parents/carers, teachers or even the child.
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

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

The class teacher is the initial point of contact for responding to parental concerns. These concerns can then be discussed further with the SENDCo (Mrs T Laithwaite) who can arrange for the appropriate action required initially within school and then with external agencies if appropriate.

3. How will the school let me know if they are concerned about my child's learning/progress/behaviour/attitude in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns that you may have. If additional support is required your child may be put on the school's Record of Need. If they are placed on the Record of Need you will receive a letter outlining this and what the school have put into place to help your child. It may be necessary to make referrals to outside professional to support your child fully. These referrals will be discussed with you and will require your consent.

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

A close partnership between yourself and the class teacher is the most important thing. Staff will ensure that all needs are met within school through additional resources, intervention and staffing. Progress will be monitored and appropriate steps taken which may include the involvement of outside agencies (with parental consent).

5. How is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

The Senior Management Team decides on the deployment of resources for SEND, in consultation with the school governors on the basis of needs in the school.

The Headteacher, SENDCo and class teachers discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

From this information they decide what resources, training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

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

When a pupil has been identified with special educational needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a child has been identified on the Record of Need, parents/carers will be given a Provision map identifying what provisions are in place to help the child. If your child has an Education, Health, Care Plan, they will have a Provision Map that identifies targets for them to work on. Provision Maps will be reviewed and updated on a termly basis or more regularly if needed. Provision Maps will be discussed with parents/carers at termly parents evenings where they will also receive a copy.

If appropriate, specialist equipment may be given to the pupil, e.g. writing slopes, pencil grips, coloured overlays.

7. How will school staff support my child?

Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs.

This may include additional general support by the teacher or teaching assistant within class.

If a pupil has needs related to more specific areas of their education, then the pupil will be placed in small focus groups for intervention, run by a teacher or TA. The length of time of the intervention will vary according to the pupils' needs. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the pupil's provision map.

Pupil progress meetings are held termly, this is a meeting held between the class teacher and the head teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need expert support from an outside agency. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. You will be updated on your child's support through the termly parent teacher meetings. Your child's Provision Map will also identify any support which your child receives.

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

You will be able to discuss your child's progress at parent meetings which take place on a termly basis for up to an hour.

Your child's class teacher will be available at the end of each day to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.

The class teacher/SENDCo may suggest ways of how you can support your child.

If outside agencies are involved, suggestions and programmes of support are normally provided that can be used at home.

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

Staff have Paediatric First Aid training.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member.

If a pupil has a medical need, a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers.

These are discussed with all staff who are involved with the pupil.

The schools offer a variety of pastoral support for pupils who are encountering emotional difficulties including:

- Self-esteem builder
- Buddies

Every term, each class focuses on a 'capability' that the pupils feel they need to focus on as a whole class. These capabilities include Managing Feelings, Confidence and Agency, Communication, Relationship and Leadership, Planning and Problem Solving, Creativity, Resilience and Determination. Activities to support these capabilities are planned as part of the curriculum.

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

The SENDCo will work alongside teachers and support staff to provide the best support possible to your child. However, at times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by our schools include:

- Child Protection Advisors
- CAMHS (Child and Adolescent Mental Health Service)
- Education Welfare Service
- Children's Psychology Service including The Autism Spectrum Team, Early Years Inclusion Service and Educational Psychology.
- Cognition and Learning Team
- Communication and Interaction Team
- Hearing Support Team
- Vision Support Team
- Mental Health Support Team.

- Speech and Language Therapy Team.

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

- All staff receive regular and appropriate SEND training as required.
- ANDARAS Multi-Academy Trust are very proactive in continuing professional development and ensure that staff are trained appropriately to meet the needs of children within the schools. If a child enrolls in our school and we feel we are not sufficiently trained, then we will ensure that we gain the appropriate training.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

13. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements and identify that classroom changes may be needed to cater for wheelchair users.

Facilities we have at present include ramps/no steps into parts of both schools to make them accessible to all and a disabled toilet is available in both schools.

14. How will North Petherwin prepare and support my child through the transition from class to class, key stage to key stage and beyond?

- We recognise that transitions can be difficult for any child, especially those with SEND, and we take steps to ensure that any transition is as smooth as possible.
- If your child is joining us from another school, they will be able to visit our school to look around and for taster sessions in their class.
- The class teacher and SENDCo will have close contact with your current/previous school to discuss your child's needs and requirements.
- If your child is moving to another school, we will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a moving book/passport then we will put this into place.

- When moving classes within school, information will be passed on to the new teacher in advance and transition meetings will take place between teachers over the summer term. One-page profiles and provision maps will be shared with the new teacher.
- There will be at least 2 transition days in July for your child to spend in their new class. They can meet their teacher, support staff and other children within the mixed age classes.

• In Year 6, the SENDCo will discuss the specific needs of your child with the SENDCo of your child's chosen secondary school. If your child has an Educational Health Care Plan, the SENDCo from the secondary school will in most cases attend the transition review. Extra transition visits are arranged (where appropriate) and also visits to cluster schools to meet other children moving on. This is especially beneficial in small schools where there may only be a couple of children in year 6.

Your child will participate in focused learning related to aspects of transition.

Staff from the transition Secondary school/college will often visit us to meet the children and to teach lessons.

- For any transition, the school will look at thoughts and feelings through PSHE lessons and TIS sessions are readily available to all.

15. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office. An appointment can then be made with your child's class teacher and SENDCo.