



Pennoweth Primary and Nursery School

We are Safe

We feel loved

We take responsibility

We are always learning

We are ready

Our SEN Information report

Date ***Updated March 2022***

Pennoweth School and Nursery is fully inclusive and aim to cater for all pupils regardless of any disability. The whole school is fully accessible with all rooms and play areas on one level. 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 Pennoweth Primary School 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.

Some children find certain aspects of their learning challenging. Our approach to teaching and learning and Special Educational Needs 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 team who treat everyone as an individual and celebrate all achievements. We believe in early identification and intervention and, as we have a nursery, we are able to give pupils the support they need from an early age.

All of our actions in school are informed by our guiding principles that form the 'Pennoweth DNA'.

Our curriculum is no exception to this and is planned and delivered within the framework created by the guiding principles. We firmly believe that to be in the best place to progress, children need to feel safe, loved and able to take responsibility for their own learning. We also know that vocabulary is the key to unlocking communication and work to ensure that children know the importance and power of their words. Our curriculum is broad and balanced and provides significant opportunity for children to apply and express their knowledge and understanding across subject areas. Due to the fact that our approach has 'focus subjects' for short periods of time, it enables children to become 'experts' and apply their learning in various ways. We believe that a rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy children who are ready to face all of life's challenges and grasp all of life's opportunities.

Pennoweth Primary and Nursery School:

- Has a positive learning environment where children develop skills and learn how to apply them in a purposeful and meaningful way.
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self-esteem and is inclusive
- Develops and supports children to be healthier and active learners
- Provides a caring, safe and secure environment where children's differences are celebrated and opinion is valued
- Promotes positive working partnerships with parents and carers
- Works closely with external agencies to plan the appropriate support for children. These services include but are not limited to; Physiotherapy, Occupational Therapy, Speech and Language Therapy, School Nurse, Education Psychology, Dyslexia service, Autism Spectrum Team, Diabetic Nursing Team, Vision Support, Hearing Support, Physical and Medical Needs advisory service, Cognition and Learning team and CAMHs
- Works to support each child by attending to the holistic needs of the child and supporting children's families.
- Teaches pupils to communicate effectively, to be independent learners and to make good choices.
- Involves 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.

The school has a Special Educational Needs Coordinator, Mrs Hannah Crewdson who oversees the Pastoral Support Team at Pennoweth. The Pastoral

Support Team is made up of 3 dedicated professionals who have a range of expertise and responsibilities as well as being supported by other staff from within the school:-

- Hannah Crewdson – SENCo and Designated Safeguarding Lead.
- Charlotte Tomlinson – Pastoral Manager and DDSL
- Lora Newman - CAMHs

At Pennoweth, we believe in strong pupil, parent and school partnerships therefore, if a pupil experiences any difficulties, whether academic, personal or emotional, the pastoral team will work with you and give guidance and support, please contact one of the team on the school number 01209 215671 or by emailing help@pennoweth.cornwall.sch.uk

The Information report details the provision, expertise and resources in place to meet the needs of all the children in our school. The provision for SEND is monitored by the governing body to ensure the success and achievement of all pupils.

Our Equality Information and Single Equality Plan can be found on our website:
<http://www.pennoweth.cornwall.sch.uk/web/policies/262853>

Our Accessibility Plan can be found on our website:
<http://www.pennoweth.cornwall.sch.uk/web/policies/262853>

Name of the Special Educational Needs/Disabilities Coordinator: *MRS HANNAH CREWDSON*

Contact details: Tel. 01209 215671 email h.crewdson@pennoweth.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  |
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| <ul style="list-style-type: none"> ➤ The views of all pupils are valued and are responded to. ➤ The voice of all pupils is heard through: | <ul style="list-style-type: none"> • Opportunities are created to listen and respond to small groups or individual pupils, regarding academic / non- | <ul style="list-style-type: none"> ○ Pupil views are an important part of PSPs, target setting Annual Reviews and APDR meetings. |

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| <ul style="list-style-type: none"> • Pupil experience days • Pupil surveys • Pupil response boxes (e.g. worry boxes) • School council • Pupil and Teacher conferencing • SEN reviews • Feedback in books • All about me • Pupil surveys | <p>academic issues, throughout the day.</p> <ul style="list-style-type: none"> • Plans are modified and additional provision made in the light of pupil voice. • A variety of pupils will be included in all consultation groups. • Pupil voice is heard through: <ul style="list-style-type: none"> ✓ APDR Assessment Plan Do Review/SEN Review ✓ Annual Review ✓ School council. ✓ Subject ambassadors. | <ul style="list-style-type: none"> ○ Desired outcomes and SMART targets are discussed with the pupil. ○ Pupils can attend all or part of review meetings if appropriate. ○ Opportunities are created to listen to pupil views to overcome concerns or to allow 1:1 time ○ All APDRs and individual targets are presented in a format that is accessible to the pupil. ○ Pupil voice is heard through: <ul style="list-style-type: none"> - Individual reviews - All about me (forms or interviews) |
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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>  |
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| <ul style="list-style-type: none"> ➤ School works in partnership with all parents and carers. ➤ Daily information regarding learning and achievements communicate to parents via the Marvellous Me App. ➤ Parents/carers know who to contact if they have a concern, this can be done in person, over the phone or via email. ➤ All parents/carers are invited to attend parent's evening. ➤ Phase and help emails enable parents to communicate directly with teaching and pastoral staff. ➤ Pennoweth School website | <ul style="list-style-type: none"> ➤ Despite recent limitations, where possible, families are invited to attend coffee mornings, family learning, celebration assemblies, class assemblies, information sessions, sports days, trips etc. ➤ Parents/carers are able to and encouraged to contact school with any query or concern at any time. ➤ The pastoral team works alongside families, signposting parents/carers to agencies for support and offering support on behaviour management and child care concerns like sleeping, | <ul style="list-style-type: none"> ○ Parents/carers are actively involved in TAC meetings, CHIN meetings, APDR reviews and annual reviews. ○ Parent/carer views are an integral part of all meetings. ○ All documentation is presented in a format that is accessible to individual parents/carers. ○ Parents/carers are informed of any additional intervention their child receives through APDR records and dialogue with teachers. ○ Parents/carers are informed when their child moves onto or off the SEN |

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| <p>provides up-to-date information about the school experience.</p> <ul style="list-style-type: none"> ➤ Annual reports are sent home once a year and shorter reports are sent more regularly via Marvellous Me ➤ Weekly newsletter is sent home. ➤ Curriculum information is shared with parents prior to each new topic. (information sheets and sticky strips) ➤ Home school diaries encourage dialogue and daily reading. ➤ Parents receive feedback on academic and phonics progression. | <p>eating, routine etc.</p> | <p>record of need.</p> |
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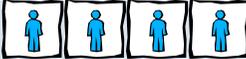
3. The curriculum

| <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>  |
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| <ul style="list-style-type: none"> ➤ All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum. ➤ The curriculum is designed to ensure the inclusion of all pupils through our DNA elements of teaching and learning. | <ul style="list-style-type: none"> • Assessments and teacher observations including dyslexic screenings, non-verbal reasoning, and reading and spelling ages are used to identify pupils who may need specific interventions. • Targeted interventions are provided for small groups in each class where appropriate. These interventions are designed to be short term. • Intervention packages are bespoke and needs led. Their impact is measured regularly. • Interventions include but are not limited to:- | <ul style="list-style-type: none"> ○ Teachers plan specifically to meet pupil's SEN. ○ The DNA elements of teaching and learning is designed to enable access for all. Occasionally individual provision may need to be implemented to enable this in the form of scaffolding through resource and adult support. ○ In exceptional circumstances a pupil can be dis applied from some subjects of the primary curriculum or testing procedures: strict guidelines must be followed to achieve this. ○ Targeted interventions are provided for |

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| <p>Self</p> <ul style="list-style-type: none"> Congruent Behaviours: Encourages the child to be aware of their own behaviours and the behaviours of others. It is a key component of emotional regulation and social skills. In Safe Hands: Encourages the child to be aware of their own safety and the safety of others. It is a key component of risk management and safety awareness. Avoiding Negative Socialisation: Encourages the child to be aware of their own social interactions and the social interactions of others. It is a key component of social skills and emotional regulation. <p>Love</p> <ul style="list-style-type: none"> Belief: Encourages the child to be aware of their own beliefs and the beliefs of others. It is a key component of self-esteem and social skills. Rich Social Relationships: Encourages the child to be aware of their own social relationships and the social relationships of others. It is a key component of social skills and emotional regulation. Avoiding Empathy Gap: Encourages the child to be aware of their own empathy and the empathy of others. It is a key component of social skills and emotional regulation. <p>Responsibility</p> <ul style="list-style-type: none"> Understanding Rationale: Encourages the child to be aware of their own rationale and the rationale of others. It is a key component of critical thinking and social skills. Step by Step: Encourages the child to be aware of their own learning process and the learning process of others. It is a key component of learning strategies and social skills. Models and Scaffolds: Encourages the child to be aware of their own learning models and scaffolds and the learning models and scaffolds of others. It is a key component of learning strategies and social skills. <p>Learning</p> <ul style="list-style-type: none"> Clarity of Explanation: Encourages the child to be aware of their own explanations and the explanations of others. It is a key component of communication and social skills. Active Participation: Encourages the child to be aware of their own active participation and the active participation of others. It is a key component of learning strategies and social skills. Questioning and Feedback for Understanding: Encourages the child to be aware of their own questioning and feedback and the questioning and feedback of others. It is a key component of learning strategies and social skills. <p>Ready</p> <ul style="list-style-type: none"> Independent Practice: Encourages the child to be aware of their own independent practice and the independent practice of others. It is a key component of learning strategies and social skills. Challenge: Encourages the child to be aware of their own challenges and the challenges of others. It is a key component of learning strategies and social skills. Deeply Embedded: Encourages the child to be aware of their own deeply embedded learning and the deeply embedded learning of others. It is a key component of learning strategies and social skills. | <ol style="list-style-type: none"> 1. Literacy: reading, spelling, writing, handwriting, phonics (including RWI catch up and Fresh Start) 2. Maths: times tables, place value etc. 3. Speech and language 4. Emotional understanding/mindfulness 5. Social skills 6. Forest School <ul style="list-style-type: none"> • A programme of reactive interventions allows individual misconceptions to be addressed swiftly. • A programme of pre and post teach enables children to access the curriculum alongside their peers. | <p>individuals. These interventions are designed to be short term, bespoke, needs lead and their impact is measured regularly.</p> <ul style="list-style-type: none"> ○ Interventions include but are not limited to: <ol style="list-style-type: none"> 1. Literacy: reading, spelling, writing, handwriting, phonics (including RWI catch up and Fresh Start) 2. Maths: times tables, place value etc. 3. Speech and language 4. Emotional understanding/mindfulness 5. Social skills |
| <ul style="list-style-type: none"> ➤ All pupils R- Y2 have Read Write Inc. which is a reading program to enhance independent reading and writing skills. ➤ All children can access online maths and reading programmes at school and at home to develop numeracy skills. (Support with ICT access provided by school and/or pastoral team) ➤ Data analysis is used to identify pupils who require specific individual or small intervention. ➤ Cross Curricular Learning and Writing through topics with a focus on science, humanities or other subject area. | | |

4. Teaching and learning

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| <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> |
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| <ul style="list-style-type: none"> ➤ The DNA elements of teaching and learning (see above) shapes our whole school offer and aims to enable access to the curriculum and to high quality teaching for all. ➤ Pennoweth School uses dyslexia friendly and autism friendly teaching and learning strategies throughout the school to ensure the progress of all pupils. ➤ Careful planning ensures subjects are taught in a clear way with regular repetition, revisiting and opportunities to practise learning. ➤ A variety of learning styles (auditory, visual, tactile, and kinaesthetic) are used and are represented in planning. Activities are planned to match individual learning styles. ➤ Lesson objectives are displayed. ➤ There is a consistent approach to marking across the school. Where possible this is done live to enable children to respond and learn instantly. ➤ Key vocabulary is displayed in classrooms. ➤ A range of resources is easily accessible in each classroom. ➤ Peer reviewing is used to ensure all children are involved in the marking process. | <ul style="list-style-type: none"> • Class teachers and TAs share information about pupils to ensure that needs are met in the classroom. • Class teachers discuss lesson plans with TAs before the start of lessons to ensure that pupils have targeted support and provision where appropriate. • TAs make notes about pupil achievement, as the lessons progress, to feedback to the teacher. • Teaching assistants are used widely within the classroom to ensure the independence and progress of children with EHCPs but also to ensure all other children in the class are on task and understand the learning intention. • Teachers continually assess the understanding of the learning intention and address any misconceptions. • Class teachers/TAs work with small groups and individuals throughout the lessons to: <ul style="list-style-type: none"> ✓ Ensure understanding ✓ Accelerate progress ✓ Keep pupils on task ✓ Foster confidence and self-esteem. ✓ Facilitate learning activities. <p>Independent pupil learning is supported using a range of strategies including but not limited to:</p> <ul style="list-style-type: none"> ✓ ICT resources (iPad, laptops etc) | <ul style="list-style-type: none"> ○ Support is in place for any pupil with an Educational health Care plan in line with section F of their plans which may include some timetabled individual support. ○ Where there is no EHC plan, pupils may be supported individually and in small groups. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access where required. ○ Advice is sought from external professionals where appropriate. ○ Adults supporting children with additional needs are given time to meet with outside agencies to ensure the pupil is receiving the best support. ○ All interventions/targets/strategies recommended by external professionals are put into place and monitored through the APDR cycle. ○ Teachers and teaching assistants are given access to targets and activities set by the Speech and Language Therapist (SALT), Educational Psychology team, Hearing Impairment Team, Vision Support, Occupational Therapists, Early Years Inclusion Service, CAMHs and many other external agencies to ensure targets are being focused on in school as well as at home. |

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| | <ul style="list-style-type: none"> ✓ Talking tin ✓ Dictionaries, word banks and other literacy supports. ✓ Writing slopes ✓ Easy to access maths resources /differentiated maths pack. ✓ QFT <ul style="list-style-type: none"> • Special access arrangements are put into place for SATs at the end of Y6 • Pre teaching of specific vocabulary, concepts or methods. | |
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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>  |
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| <ul style="list-style-type: none"> ➤ Concrete resources are easily accessible in classrooms for children to use independently. ➤ Word banks and other scaffolding resources may be provided ➤ Success criteria is displayed for easy reference. ➤ All pupils have access to extracurricular clubs which encourage independence and self-help skills. <p>Self help skills are encouraged through the EYFS curriculum and all children are encouraged to change independently and</p> | <ul style="list-style-type: none"> • Instructions may be repeated, broken down or supported through visual prompts. • Pre-teach vocabulary and pre-teach lessons are given to some pupils before specific lessons or at the start of a new topic to enable SEND children to have advanced knowledge of topics and key words before lessons. • TA support focusses on developing independence through scaffolding and then stepping away. | <ul style="list-style-type: none"> ○ Teachers/TAs ensure that pupils can access the task and have all the appropriate resources available. ○ They are taught how to use support materials before asking for help. ○ Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. ○ Pupils are rewarded for developing their independence ○ Staff supporting individuals with EHC Plans work alongside pupils when needed and encourage their |

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| <p>carry out self-care tasks.</p> <ul style="list-style-type: none"> ➤ All teachers display a visual timetable which is used to support children who rely heavily on routine. | | <p>independence.</p> <ul style="list-style-type: none"> ○ Advice is sought from outside agencies and is then built into daily timetables and individual APDRs as appropriate. ○ Some pupils have access to: <ul style="list-style-type: none"> ✓ Individual visual timetables ✓ Now and Next boards ✓ Traffic light systems ✓ Timers ✓ Personalised equipment: overlays, writing slopes, talking tins, timers etc. |
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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>  |
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| <ul style="list-style-type: none"> ➤ Our whole school DNA is displayed throughout the school and informs everything that we do. ➤ All pupils have access to our Pastoral Team ➤ Positive learning behaviour is promoted throughout the school and is outlined in our behaviour culture document. ➤ All members of staff have had Attachment and TIS training. ➤ A policy for the administration of medication is in place as well as an intimate care policy, and Asthma policy. ➤ PSHE lessons are held regularly following the 'LifeWise' resources and | <ul style="list-style-type: none"> ● Interventions take place to address areas including but not limited to: <ul style="list-style-type: none"> ✓ Self-esteem ✓ Emotional Literacy ✓ Social skills ✓ Anger management ● Year 6 have the opportunity to become school prefects if they display positive behaviours and effort in their learning consistently. ● All children have the opportunity to become a school councillor, eco councillor or subject ambassadors representing their year group at regular meetings. | <ul style="list-style-type: none"> ○ Teachers and SMT respond to each individual vulnerable child's needs. ○ An Intimate Care Policy is in place and some children have their own individual intimate care plan. ○ External Professionals train staff to deliver exercises/administer medicine correctly. ○ TACs, CHIN meetings, Early Support meetings and annual reviews are supported by a range of agencies and all support and advice is actioned accordingly. ○ Additional support can be requested from a range of services (see section 11) |

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| <p>Sex and relationship education is provided.</p> <ul style="list-style-type: none"> ➤ The Culture of the Heart links with our PSHE curriculum and threads through our whole teaching and learning approach. | <ul style="list-style-type: none"> • The pastoral team works with groups of children on developing social skills, emotional resilience and anger control. | <ul style="list-style-type: none"> ○ Pupils with specific medical needs have Care Plans which are regularly updated by the SENCo ○ Individual Support Plans are in place to support children with behaviour needs and reviewed regularly. |
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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>  |
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| <ul style="list-style-type: none"> ➤ All pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. ➤ All children are a part of a class, a phase and a tribe. ➤ All pupils take part in trips and wider curriculum activities and appropriate risk assessments are completed for trips, visits and activities to ensure all pupils are safe and their needs will continue to be met whilst out of school. ➤ Classes across the key stages team up to share reading and learning activities where possible. ➤ All pupils share in the social experiences of school through lunchtimes, assemblies and playtimes. | <ul style="list-style-type: none"> • Social groupings within classes may be organised to support individuals. • Small groups of children take part in social skills programmes and other emotional groups. • Year Six have the opportunity to become school prefects if they display positive behaviours and effort in their learning consistently. • All children have the opportunity to become a school councillor, representing their year group at regular meetings and eco council. | <ul style="list-style-type: none"> ○ The pastoral team and all staff working individually use therapeutic activities, social stories, Draw and Talk and other pastoral interventions with individual children. ○ Classes have key words in different languages to help support children with English as an Additional Language (EAL). Displays around the school have labels in different languages to reflect the school population and the languages curriculum. ○ The school employs an EAL specialist to support our EAL children. ○ Individual buddy systems may be set up to supports children who require support in interacting and engaging during break/lunchtimes or for new arrivals. ○ Individual 1:1 support may be provided for children with an EHCP in modelling and structuring interactions with other children. |

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>  |
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| <ul style="list-style-type: none"> ➤ Teachers focus on rewarding good behaviour to promote a positive learning environment. This is in line with our behaviour culture and anti-bullying culture which is informed by our DNA http://www.pennoweth.cornwall.sch.uk/web/policies/262853 ➤ The school is accessible to everyone including pupils with SEND and specific disabilities. The accessibility plan is available on the school's webpage. ➤ The school implement a health and safety plan which includes but is not limited to: <ul style="list-style-type: none"> - All electric devices are PAT tested yearly. - Risk assessments are undertaken. - Fire exits are clear. Fire drills and lockdown drills take place regularly. - Assessment of the school site (gates and security) ➤ Disabled toilets are available to children who need them. ➤ Questionnaires enable children's voice regarding their own safety is heard; they have shown that children feel safe and happy in the school environment. ➤ Members of the public must sign in and out at | <ul style="list-style-type: none"> • Key named staff have been Team Teach trained. • Smaller break out areas and work bays are used for group interventions. | <ul style="list-style-type: none"> ○ Some children have access to specialist equipment within the classroom, such as writing slopes, weighted toys and wobble cushions. ○ Non-white paper and overlays are provided for pupils with scotopic sensitivity. ○ Some key named staff are Team Teach trained. ○ Sensory tents are available for children of all ages and are allocated where there is need. ○ All teachers are made aware of individual children who may need quiet areas within the classroom, children who need to be seated near or away from the door, plus other physical factors that will affect the layout of the classroom such as wheelchair access between tables or visual impairment. ○ Individual work stations may be designed for children based on their specific needs. ○ Quiet spaces are designated for children (both indoors and outdoors) |

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| <p>Reception when entering the main school building.</p> <p>➤ Outside learning areas are designed to provide a variety of opportunities for children through sensory play, physical activity and quiet break out areas.</p> | | <p>who require sensory breaks.</p> <ul style="list-style-type: none"> ○ Specific adaptations have been made to the school site to support the individual needs of a variety of children. |
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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>  |
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| <ul style="list-style-type: none"> ➤ Transition into EYFS is carefully planned; home visits or Zoom calls take place for Early Years Children (i.e. Nursery and Reception), taster sessions and visits to nurseries take place. ➤ There are strong links with Secondary Schools: <ul style="list-style-type: none"> - Year 6 teachers share information about all pupils with relevant secondary staff. - Secondary School teachers visit to meet with the children. - All year 6 children have the opportunity to visit as part of transition days across year 5 and 6. ➤ Transition from the Foundation Stage to KS1 is handled carefully, with moderation of attainment between teachers, | <ul style="list-style-type: none"> • SENCo shares information about all Year 6 SEND pupils with the Secondary School SENCo including those who have been previously registered as SEN and those who are being monitored currently. • All SEND paperwork is passed to the Secondary School/new school, including most recent ADPRs. • Small groups of children have additional visits to their next class/chosen primary schools. • Additional transition days with local secondary schools are planned for groups of children who may require additional pastoral or SEND support. • APDR reviews inform the next teacher of the provision that has been in place and the impact of this informing their | <ul style="list-style-type: none"> ○ Individual pupils with SEND may have extra transition visits for a specific purpose i.e. to take photographs of key members of staff, become familiar with the school layout/timetable/organisation, to experience lunch in the lunch hall etc. ○ A key worker is nominated at the Secondary School and the pupil is introduced during extra taster sessions. ○ The secondary school SENCO is invited to annual reviews and TACs for children in Year 5 and year 6. ○ If needed some children will have a transition book made with photographs and information about their new class/setting/key staff included. ○ Individuals joining our school from a different setting will be given a 'buddy' |

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| <p>classroom visits for the children and set playtimes in the 'big playground' prior to starting in Year One.</p> <ul style="list-style-type: none"> ➤ Transition notes and handover meetings from one teacher to the next ensure all necessary information including SEND, medical, behaviour and family background is passed on effectively. ➤ CPOMs provides an opportunity for teachers to record SEN support and concerns so this can be tracked throughout the school. ➤ All classes have transition day/days at the end of the academic year. | <p>planning for the next year.</p> | <p>within their class as they settle.</p> <ul style="list-style-type: none"> ○ Some children with SEND, who join our school from a different setting, are given the opportunity for a phased transition if it is felt necessary. ○ Pupils with SEND or vulnerable pupils have extra transition visits to their chosen secondary schools. ○ Children who have EHCPs or individual support within the classroom will have the opportunity to meet the new staff many times prior to moving to their new class. ○ Where possible the SENCO and EYFS lead will attend TAC and EHC review meetings at settings of children who are coming to us to support transition. |
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10. The SEND qualifications of, and SEND training attended by, our staff

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| <p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p>  | <p>To enable targeted support and provision</p>  | <p>To enable specialist, individualised support and provision</p>  |
| <ul style="list-style-type: none"> ➤ <u>All staff receive regular CDP at staff meetings/inset days and external courses focussing on a range of areas including but not limited to:</u> <ul style="list-style-type: none"> ✓ The Culture of the Heart. ✓ DNA ✓ PREVENT / Radicalisation. ✓ Use of CPOMs ✓ Health and Safety ✓ Read Write Inc. training for all staff. | <ul style="list-style-type: none"> • <u>Many staff receive regular CDP at staff meetings/inset days and external courses focussing on a range of areas including but not limited to:</u> <ul style="list-style-type: none"> • Behaviour management • Multiagency child protection training • ASD training | <ul style="list-style-type: none"> ➤ <u>Some staff receive regular CDP at staff meetings/inset days and external courses focussing on a range of areas including but not limited to:</u> <ul style="list-style-type: none"> • ASD champion. • Children in Care training. • Safeguarding tier 3. • Restorative justice |

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| <ul style="list-style-type: none"> ✓ First Aid. ✓ Effective feedback and questioning ✓ Equality and diversity ✓ Attachment disorder and difficulties ✓ Safeguarding. ✓ Dyslexia in the classroom / awareness ✓ Behaviour Management strategies. ✓ TIS ✓ Moderation ✓ | <ul style="list-style-type: none"> • Integrated working training (CAF/TAC) • Sensory processing in the classroom • Safeguarding Tier 2 • Draw and Talk. • First Aid • NVQ2 teaching assistant award. • Social skills • Emotion coaching. • Specialist training from VI and HI teams. | <ul style="list-style-type: none"> • Team teach training. • Remember me, bereavement advice and support. • Diabetic support training • EpiPen • Vision support specific training. • Bereavement. • Behaviour management 1:1 • Theraplay • Domestic Abuse • Mental health • Child Sexual Exploitation • Dyslexia training <p>The SENCO has completed the NASENCO qualification.</p> |
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11. Services and organisations that we work with:

| Service/organisation | What they do in brief | Contact details |
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| Special Education Needs Assessment and Provision Team | Provide advice and guidance to ensure a child's Special Needs are appropriately identified and met. | Special Needs Assessment and Education New County Hall, Truro TR1 3AY (Becky Phillips) statutorysen@cornwall.gov.uk . |
| Education Psychology | Specialists in learning, behaviour and child development. Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and or 1:1 work with a pupil and consultation with parents and school staff. | Educational Psychology Council Offices Dolcoath Avenue Camborne Cornwall TR14 8SX |
| Speech and Language Therapy | Advice and support for all speech and language and communication needs. 1:1 assessment. Feedback meeting with parents and teachers. Guidance for intervention in school and support at home. | Speech and Language therapy. Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro |

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| | | <p>Cornwall TR1 2JA Or 01208 834600 Referral through Early Help Hub https://www.cornwall.gov.uk/earlyhelp 01872 322277</p> |
| Autism Support Team | <p>Provide support for children with autism, their families and schools. Work with specific individuals with ASD. Advice and support given to teachers, teaching assistants and parents.</p> | <p>Autism Spectrum Advisors (West Team) Children, Schools and Families Room 1:23, St John's Hall Alverton Street Penzance TR18 2QR</p> |
| Child and Adolescent Mental Health Service (CAHMS) | <p>Support children and adolescents with a wide range of emotional, mental health and behavioural issues. 1:1 mental health assessments: Autism Spectrum disorder, ADHD, Anger/emotional issues, eating disorders etc. Discussion with parents and with school informs diagnosis.</p> | <p>CAMHS Trengeath Cottage Penryn St Redruth TR15 2SP Telephone: 01209 881888</p> |
| School Nurse / Community Nurse | <p>Providing community health services and support to schools, children and their families. Advice given to schools based on individual medical cases.</p> | <p>Specialist Community Public Health Nurse School Nurse Redruth Locality 2 School Nursing Team Health Centre, Forth Noweth, Redruth TR15 1AU Tel: 01209 881850 Advice line 01872 322779 Referral through Early Help Hub https://www.cornwall.gov.uk/earlyhelp 01872 322277</p> |
| Health Visiting team | <p>Providing community health services and support to schools, children and their families. Advice given to schools based on individual medical cases. Specifically for children under the age of 5.</p> | <p>Advice line 01872 322779 Referral through Early Help Hub https://www.cornwall.gov.uk/earlyhelp 01872 322277</p> |
| Hearing Support Services | <p>Providing specialist support to children with temporary or permanent hearing loss, their families and school. 1:1 assessments. Guidance given to school.</p> | <p>Hearing Support Team Educational Audiology Service Priory Road, St Austell PL27 6QB hearing.support@cornwall.gov.uk 01726 61004</p> |
| Vision Support Services | <p>Provide specialist support and advice to ensure the needs of children with visual impairments can</p> | <p>vision.support@cornwall.gov.uk 01726 61004</p> |

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| | be met within school. Individual assessments and guidance. | |
| Physical and Medical Needs advisory service | Provide specialist support and advice to ensure the needs of children with physical or medical needs can be met within school. Individual assessments and guidance. | physicalandmedicalneeds@cornwall.gov.uk 01726 61004 (Melinda Leishman) |
| Cognition and Learning Team | Provide specialist support and advice to ensure the needs of children with specific learning needs can be met within school. Individual assessments and guidance. | cognitionandlearning@cornwall.gov.uk 01726 61004 |
| Occupational Therapy | Assess and support children with functional and sensory needs and develop confidence. Advice given based on development of gross and fine motor skills for children with developmental coordination disorder (DCD). | Children's Community Therapy Service Child Health Department, Pendragon House Gloweth, Truro TR1 3XQ Tel: 01872 254531 |
| Behaviour Support Southwest | Advice and support service for children with emotional and behavioural needs. | gill@behavioursupport-sw.co.uk (Gill Hawkins) |
| Kernow SEMH | Advice, support and training service for schools focussing on children with SEMH needs. | https://kernowsupport.co.uk/ (Penny Hermes) |
| Penhaligon's Friends | Support and programmes to help bereaved children and their families. | Penhaligon's Friends Trecarrel, Ground Floor, Drump Road Redruth TR15 1LU Tel: 01209 210624 / 01209 215889 |
| Neighbourhood Policing | Provide a citizen focused police service including safety and crime prevention | Devon and Cornwall Police Police Station, South Terrace, Camborne TR14 8SY Telephone: 101 |
| Multi Agency Referral Unit | Provide advice and a multi-disciplinary response to concerns about the safety of children. | Multiagencyreferralunit@cornwall.gcsx.gov.uk www.cornwall.gov.uk/default.aspx?page=33632 for urgent referrals after 17.15 or at the weekend call out of hours on Telephone: 01208 251300 |
| Early Help Hub | Central point for many referral processes including Family Support. | https://www.cornwall.gov.uk/earlyhelp 01872 322277 |
| Early Years Inclusion Service | Early identification and support strategies for school. Supporting 3 and 4 year olds with individual needs. | 2nd Floor Dolcoath Offices Dolcoath Ave Camborne TR14 8SX Referral through Early Help Hub. https://www.cornwall.gov.uk/earlyhelp |

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| | | 01872 322277 |
| The Dreadnought Charity | Support and programmes to help children with behavioural and emotional difficulties. Work with individuals and families or small groups based on behavioural and emotional needs. | The Dreadnought Centre Carn Brea Lane Pool Redruth Cornwall TR15 3DS 01209 218764 team@thedreadnought.co.uk |
| Jigsaw | Therapeutic service supporting children who have experienced or witnessed physical harm or sexual abuse | The White House 24 Basset Road Camborne TR14 8SL |
| BF Adventure | Outdoor Activities Centre focusing on Team Building skills, confidence building and self-esteem. | Halvasso, Long Downs, Penryn TR10 9BX |
| Kernow Young Carers – Barnardo’s | To provide specialist support for Young Carers and Young Adult Carers as part of the integrated Carers Service in Cornwall. To improve outcomes for Young Carers who are at high risk of social exclusion and underachieving or experiencing difficulties at school because of their role as a young carer. To reduce the impact of caring demands by effective signposting and to meet the needs of high level young carers. To work with Young Adult Carers to support them through the transition from a Young Carer to an Adult Carer. Peer groups, activities and residential will be used to support this work. | 01736 756655 kernowyoungcarers@barnardos.org.uk |
| Parent Carer Cornwall | Provide Parents with information about services available locally, including education and health. | Unit 14a, St Austell Printing Company St Austell Business Park St Austell, PL25 4FD 07973 763332 (Kay Henry) |
| Dyslexia Cornwall | A registered charity providing support and services for dyslexic children and adults, parents, families, schools and employers. | Helpline: 07716 639375 Admin: 07716 639374 enquiries@dyslexiacornwall.org.uk |
| Equality and Diversity Service | Promoting and supporting equal rights of all children. | Equalities and Diversity, EAL Lead Children, Schools and Families. Dolcoath Avenue, Camborne TR14 8SX Tel: 01209 614053 Mob: 07973497289 |

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| Education Welfare Service | Promote children's regular school attendance. | 01872 323400 educationwelfare@cornwall.gov.uk |
| SENDIASS | We provide impartial information, advice and support to: Parents / carers of a child or young person (aged 0–25) with a special educational need or disability. Children and young people aged 25 or under who have a special educational need or disability. People working with children and young people with a special educational need or disability. Our service is confidential, independent and free. | Via: disAbility Cornwall & Isles of Scilly, Units 1G/H Guildford Road Industrial Estate, Hayle, Cornwall. TR27 4QZ Telephone: 01736 759500 www.disabilitycornwall.org.uk info@disabilitycornwall.org.uk |
| Diabetics Team | Royal Cornwall Hospital, Treliske have a paediatric diabetes team to support young people and train staff in school who are involved in the care of Type 1 diabetics. | Royal Cornwall Hospitals NHS Trust, Treliske, Truro, Cornwall, TR1 3LJ 01872 250000 |
| Gingerbread | The charity supporting single parent families to live secure, happy and fulfilling lives | The helpline number is 0808 802 0925. |
| Homestart | Home-Start Kernow offers support friendship and practical help to parents with a child under 5 throughout Cornwall. | 01209 214490 |
| The Family Fund | A charity that can provide funding for family breaks. | www.familyfund.org.uk |
| Cornwall Neighbourhoods for Change (Redruth Branch) | A local community charity | 01209310610 |
| Outlook Southwest | Our psychological therapy services are for people aged 16 and above in Cornwall and the Isles of Scilly. | www.outlooksouthwest.org.uk |
| The Wave Project | A local charity providing surfing activities for children. | 01637 820830 |
| Camborne Foodbank | A local charity providing food / food vouchers for those in need. | 01209 711850 |
| Valued Lives | Mental health care and crisis service | <u>0800 260 6759</u> https://www.valuedlives.co.uk/ |
| First Light | A South west charity for those affected by domestic abuse. | 0345 812 1212 |
| CLEAR | Emotional Trauma and Therapy Specialists | https://clearsupport.net/ |
| White Gold | Support service for vulnerable young people in Cornwall. | https://www.whitegoldcornwall.co.uk/ |

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| Redruth Secondary School | Local Secondary School | Redruth School, Tolgus Vean, Redruth, TR15 1TA 01209 2037010 |
| Pool Academy | Local Secondary School | Church Rd, Pool, Cornwall, TR153PZ email: enquiries@poolacademy.co.uk phone: 01209 712220 |
| Curnow Special School | Local Specialist Setting | Lower and Upper Schools – Telephone 01209 215432 Fax 01209 315205 Email – secretary@curnow.cornwall.sch.uk |
| Trevithick Academy ARB | Local ARB setting within a Primary School | Trevithick Learning Academy Mount Pleasant Road Camborne Cornwall TR14 7RH Tel: 01209 713460 enquiries@trevithick.cornwall.sch.uk |
| Flying Start Nursery | Local Nursery Setting. | Flying Start Nursery, Pennoweth Children's Centre, Drump Road, Redruth TR15 1NA 01209 217171 |
| There are numerous other local education settings with which we work and we will endeavour to work closely with any setting that we receive children from, or who are children move on to, regardless of their location. | | |

12. Pupil progress

At Pennoweth School we rigorously assess and monitor the progress made by all our pupils and quickly respond to the needs of those who are not progressing at the expected rate. Assessments are carried out termly. Target tracker and flight paths are used to track the progress of individual children and allows staff to quickly identify and support individual needs. We monitor the general wellbeing of every child and not just their academic progress. CPOMs is used to record and monitor any concerns and SEN support and gives an overview across the school. We report to parents regularly, either through parent consultation meetings, feedback through Marvellous Me or an annual written report. If a teacher has a particular concern, they will request a meeting or phone call with the parents / carers. We welcome parents to the school and appointments can be made through the office or directly with the class teacher. The Head Teacher and Senior Leadership Team are also available for appointments. These can be carried out in person over the phone or via video calls.

13. How we know how good our SEN provision is

The progress of all our pupils is discussed termly between the Teacher and Transition Leader, the Head Teacher and SENCo. Attainment is tracked through a target tracker and flight paths which are updated termly and through SEN/APDR review meetings which also take place termly. This ensures that all pupils make good progress. We look carefully at the provision in place to meet the needs of all pupils. Our pupils with SEND generally make good progress over the year. We review provision and interventions regularly to ensure this continues. If a pupil is not progressing, we look carefully at why this is happening and what we can do to address the needs of the child adapting specific intervention and provision accordingly.

14. If you wish to complain

In the first instance we would expect you to approach the school via the office and arrange to speak to the SENCo, Mrs Hannah Crewdson, or the Head Teacher, Cathryn Andrews and we would hope to resolve your issues. There is a copy of our School's Complaints Procedure on our website, or a copy can be obtained from the office on request.

Next review February March 2023

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

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

Teachers closely monitor children's progress in all areas of learning and refer any child they have concerns about to the SENCO using the early monitoring process. The Transition Phase leaders, SENCO and Head Teacher, monitor this carefully through the early stages of the Graduated Response. If additional support over and above that which can be implemented in the monitoring process is required, an APDR will be created with specific targets related to their needs and the child will be added to the SEN register; parents will be involved in this process. Pupils with specific needs may receive support from outside agencies, such as Speech and Language Therapy, and additional targets based on their individual need. These targets are shared with the class teacher and written onto an APDR.

At Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) using The DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' Section 6.15 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

The need for this provision will be identified through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child performing significantly below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Use of tools for standardised assessment such as: Dyslexia Screening Tests (DST) Baseline assessments, reading ages etc.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority following a formal consultation process with the school.

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

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Hannah Crewdson) or your child's phase leader (EYFS - Mr Moor, KS1 - Miss Delaney, Lower KS2 – Miss Dunstan, Upper KS2 – Miss Crane). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

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

We value parents as partners in children's learning and success. Children make the best progress when all parties work together and communicate effectively. If a teacher has concerns about your child's progress, they will address this with you either face to face or over the phone.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate provision is made in every area.

Our SENCo and SLT oversee the progress of any child identified as having SEND.

There may be a member of support staff working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations as part of their SEN reviews.

4. How is the curriculum matched to my child's needs?

The DNA elements of teaching and learning (see above) shapes our whole school offer and aims to enable access to the curriculum and to high quality teaching for all.

We use a broad and balanced curriculum which is cross curricular and involves lots of practical activities. Teachers plan effectively to meet all children's needs and cater for a range of learning styles.

Curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school. Information regarding the topics is regularly sent home to parents to enable them to support the learning at home.

All learning activities within class are planned at an appropriate level, so that all children can access learning according to their specific needs.

The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate.

All children, including those with SEND, will have access to the appropriate resources and scaffolding needed in order to help them to make progress e.g. phonics mats, coloured overlays, Numicon etc.,

The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used (see SEN report to governors available on the school website). Information provided will never name individual children to always maintain confidentiality.

5. How will I, and my child, know how well they are doing?

Termly parent conferences, will give you the opportunity to see how well your child is doing in school and the progress they are making, and teachers are always available to discuss your child's learning. Parents/carers of pupils with an APDR Plan will receive their child's APDRs termly and can meet with the child's teacher or the SENCo to discuss this. Parents/carers of pupils with an EHC Plan will be invited to Annual Reviews. We have an open-door policy, and all teachers and the SENCO are happy to make time to talk to you about your child, or you can make an appointment via the school office.

Occasionally children will move off the SEN Register when they have made sufficient progress and their needs can be met – parents will always be informed if this has taken place.

Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible. Parents also have access to the Marvellous Me App and phase email addresses and help email addresses.

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

The school perimeter gates are always locked during the school day allowing children freedom while keeping them safe.

Registers are taken at the beginning of each morning and afternoon session to ensure all children are present and teachers are aware of where children are always, and any unexplained absences are followed up that day. All visitors are required to sign in through reception before entering the school and identification is checked and verified as appropriate.

Clear expectations for behaviour are set and implemented consistently across the school. There are designated safeguarding officers within the school, and posters around the school clearly indicate who children can talk to if they are at all concerned. Our Safeguarding Policy can be found on the school website along with other relevant policies. <http://www.pennoweth.cornwall.sch.uk/web/policies/262853> Any concerns can be directed to our Designated Safeguarding Lead – Hannah Crewdson.

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

Our SENCo is a fully qualified teacher who has completed NASENCO qualification. Relevant staff have had additional relevant training in many areas (see details above) and a full log of all training is kept by the school.

There is an ongoing programme of training within the school through weekly staff meetings, TA meetings and Inset days ensures that staff are regularly updated. All classes have a qualified teacher who will have undertaken training in SEND as part of QTS and receives ongoing training and support from the SENCO and relevant outside agencies.

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

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide as much support as possible to ensure that this is successful and may discuss this in advance with parents. If a parent would like to, it might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of extracurricular activities are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions to achieve this.

The school offers breakfast club and after school care where, as with trips, we would liaise with parents to put best endeavours in place to provide the necessary support to include each child.

9. How accessible is the school environment?

Our school is fully accessible to children, young people and adults with physical difficulties. We have wheelchair access and disabled toilets and shower area.

Our school has an accessibility plan which is regularly reviewed to ensure all needs are being met and adaptation to the school site are made on a regular basis following external advice.

All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the staff car park, with a further two outside the Community Centre on the roadway that leads to the staff car park. Accessible toilet facilities are available both by the main reception and at the lower end of the school on the staff wing (this is also a wet room where changing facilities could be installed). If you have specific access queries or concerns, please speak with us.

10. How will school prepare and support my child through the transition from key stage to key stage and beyond?

Transition times are handled very carefully especially for children with SEND. Information is passed onto the next teacher within school both in verbal and written format. APDRs and Pastoral Support Plans are transferred to the next class and SEND information is made available early to enable the next teacher to prepare and plan effectively. In some cases, teaching assistants work with children to create a transition book, full of photos and information about their new class and teachers. Children who have individualised support within the classroom will meet the new staff within their class many times prior to moving class.

Support for transition to secondary school begins early on with regular visits to local secondary schools and staff members from local secondary schools coming in to visit the children here. For children with SEND there may be additional visits arranged where they can explore the support they will receive.

For children with an EHCP, this process begins in the summer term of Y5 at their annual review to which secondary SENCOs may be invited.

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

The school budget, received from Cornwall Local Authority, includes money for supporting children with SEND. Each pupil is treated as an individual. Through regular SEN reviews the pupil's needs are discussed, reviewed and resources allocated as appropriate. The Head Teacher, the SENCo, senior leadership team and parents are involved in these meetings.

12. Who can I contact for further information?

You are welcome to contact us at any time with any concerns.

Please speak to the class teacher in the first instance.

General information relating to SEND can be found on the school website.

Further information is available from the SENCo (Hannah Crewdson), Head teacher (Cathryn Andrews) or, in exceptional circumstances, the SEN Governor.

The school has a complaints policy, which is available on the policy page of the school website.

You might also wish to visit the following website for our Council's local offer: www.supportincornwall.org.uk/localoffer.

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

Initial concerns should be raised with Mrs Hannah Crewdson or the Head Teacher, Cathryn Andrews.