

# **Special Educational Needs & Disability (SEND) Policy, Information Report & Local Offer**

## **Goonhavern School**

### **January 2025**



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## Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	8
7. Links with other policies and documents	8

## 1. Aims

Our SEN policy and information report aims to:

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

Goonhavern Primary School is recognised as being an excellent school with a caring family ethos. Our staff set high standards and aim to ensure that all our young people achieve their best, realise

their full potential and participate fully in the life of their school. Our goal is to achieve a happy, caring and close working environment with our families. We strive to achieve the very best so that your child has the skills and inspiration to be confident and believe in themselves. Education is a partnership between home and school and we put a great emphasis on our relationship with parents. Our belief is that children learn best when home and school work together for their benefit. Our dynamic and exciting curriculum creates an enjoyable education and learning environment. It provides opportunities to solve problems and process information. We believe and encourage children to take responsibility for their learning and be able to make decisions.

Goonhavern Primary School has a committed and enthusiastic staff team who want the best for our children by providing an innovative, high quality teaching which inspires a lifelong love of learning. We are excellent role models and we enable children to feel that they can achieve and feel positively about themselves. We believe our children can achieve anything and we treat all of them equally.

All classes are fully inclusive. Support for children is determined by individual needs 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 our school children may receive varying levels of support according to their changing needs and circumstances. The levels of support and provision will vary across time for individual children in response to their individual needs and will follow the principles set out in Cornwall County Council's document 'Supporting Children and Young People with Special Educational Needs - The Graduated Response in Mainstream Schools'

## 2. Legislation and guidance

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

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

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Laurian van der Hoven

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## 4.2 The SEN governor

The SEN governor is Edd Bissenden

The SEN governor will:

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

## 4.3 The headteacher

The headteacher is Gary Jones

The headteacher will:

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

## 4.4 Class teachers

Each class teacher is responsible for:

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

# 5. SEN information report

## 5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, processing difficulties, epilepsy and diabetes
- Moderate and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

Parents, teachers and sometimes, pupils themselves, may share any difficulties with learning and share these with the SENDCo. We have close links with pre-schols and nurseries in the area and always link closely when children transition into Goonhavern School, to share relevant information regarding SEND. The SENDCo can advise with strategies and interventions and will support to monitor the pupil's progress. Should further support be required we place children onto our record of need and meet with parents to share this in an Individual Education Plan, also known as an Assess, Plan, Do, Review document. The school keeps a register of pupils with SEND and supports provision for these pupils.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

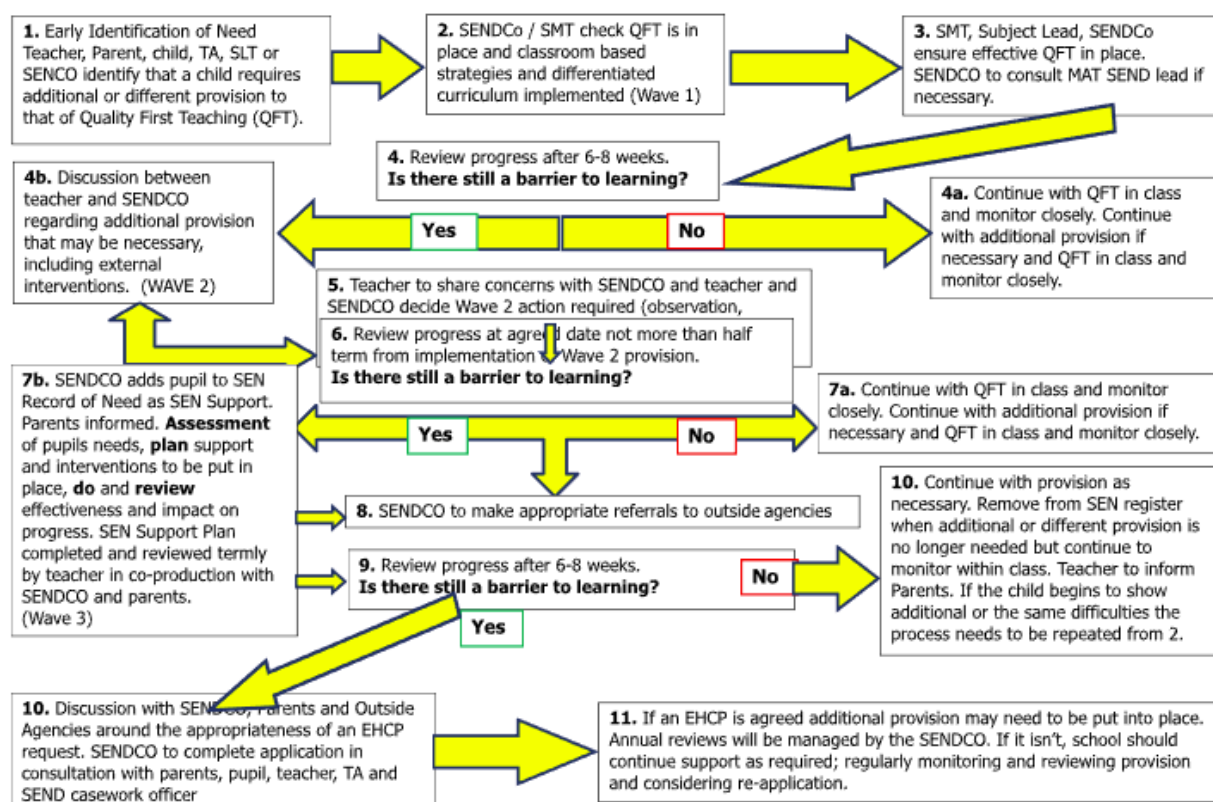
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

TPAT SEND Identification Flow Chart 2020-21



In the Spring Term of 2025 we have three children with Education, Health and Care Plans, and two in process who we are waiting for Part 2 of their assessments to complete. We have forty children at SEN Support. Two children who were awaiting completion of EHCPs at Part 2 have left the school in the last academic year.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We will always consult with parents when seeking external professional support for a child.

At Goonhavern we have whole school approaches to ensure the views and opinions of all pupils are valued. Pupil voice is heard through:

- Pupil questionnaires
- Class Assemblies
- School council

- Pupil conferencing
- PSHE discussions in class
- Pupils talking to governors and subject leaders when monitoring.

We aim to always work in partnership with parents and carers:

- All parents/carers are invited to attend parent consultation evenings.
- Parents/carers know who to contact if they have a concern.
- An open dialogue is encouraged between teachers/TAs and parents, often face-to-face or sometimes by phone or email.
- The school website, Class Dojo, Tapestry provide up-to-date information about the school.
- Parent questionnaires
- This year we have held the first of our Parent Cafes with the focus on Autism and supporting neurodiverse children at Christmas.
- We have recently invited parents to sign up for a range of courses with our our School Mental Health team Practitioner.

We feel strongly that a solid partnership between school and our families is a priority when supporting children with individual needs. We will have an early discussion with the parents and pupils when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with their parents and carers.

We will formally notify parents when it is decided that a pupil will receive SEN support or if the level of support needs to change.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

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

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

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

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Children's plans will be reviewed at least termly, with parent and child views being an integral part of this process.

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

Support will be given to parents and those working with the child to understand details of reports from external professionals working with the child.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

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

Our Reception team carry out home visits and nursery visits and any matters relating to special needs are shared with the SENDCo. The SENDCo may also undertake visits to nurseries or families where the level of need is may be more complicated or may require a multi-agency and co-ordinated approach.

We are proud of our links with secondary schools and we always strive to ensure that children, their families and the new schools have all the information they require to make a smooth transition. For some children in particular there will be enhanced transition with additional visits and discussions.

This year we will be once again linking closely with our secondary school providers, as well as working with specialist setting providers within one of our local secondary schools.

## **5.6 Our approach to teaching pupils with SEN**

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We refer to the document 'The Graduated Response' and ensure that our school has a fully inclusive ethos at all times.

- The whole school uses approaches to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.
- We use Read, Write Inc, Talk for Writing and White Rose Maths
- The lessons are carefully planned to ensure progression within lessons for all learners and different level groupings are identified within each class.
- A range of learning styles are catered for.
- Learning Objectives discussed and the Success Criteria are shared each lesson to support the children's learning.
- Key vocabulary is on display in classrooms.
- A range of resources is easily accessible in each classroom.

### **Additional, targeted support and provision:**

Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND and other barriers to their learning have targeted support and provision.



Teaching assistants and class teachers work with small groups to:

- ensure understanding
- facilitate learning
- foster independence
- respond intuitively to their learning

Independent student learning is encouraged and often supported by the use of technology, including chromebooks, ipads, laptops etc

For children with SEND the targets identified for the child's individual learning are taught in addition to the class lesson.

Some children will receive tailored interventions, often designed by the teachers to meet specific outcomes. Some children receive SPeech and Langauge interventions or may attend Funfit group.

We use Power of Two to support early number skills.

Some children benefit from Precision Teaching, to develop sight vocabulary for reading.

Special access arrangements may be put into place for SATs at the end of Year 6.

#### Specialist and Individualised support and provision:

Personalised and highly differentiated arrangements enable pupils to access the curriculum. Three children currently have Education Health and Care Plans. We are currently awaiting two further EHCPs to be written by the SEN Assessment Panel

Where children do have EHCPs one-to-one support for these children is not necessarily continuous. Support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence.

Where there is no EHC Plan, pupils are given individual support where possible and in small groups at other times. 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.

Advice is sought from outside agencies to provide the most appropriate and effective teaching and learning for individual children in line with their EHCP. These agencies include the Educational psychologist, Cognition and Learning Team, Autism Team, health practitioners, speech and language therapists and professionals from Social Care.

## **5.7 Adaptations to the curriculum and learning environment**

We are proud of how well teachers and teaching assistants respond and adapt creatively to the individual needs of each of our pupils, also of how well this knowledge is shared and fresh ideas are celebrated and encouraged. For some children a bespoke learning programme ensures their needs are specifically catered for.

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to meet different needs in different classes.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Our classrooms are dyslexia friendly. Displays are clear and used for the benefit of the children.

#### The physical environment:

##### Whole School:

Most areas of the school are accessible to everyone including those staff and pupils with SEND. Magnetic fittings allow the doors in the infant end of the school to be held open for a short period.

Evidence from the pupils themselves show they feel safe and are happy in an environment where bullying is minimal and dealt with effectively. Staff focus on rewarding good behaviour to promote a positive learning environment. The School Rules that support the positive learning environment are displayed around the school. All staff understand and use the schools behaviour policy. Lunchtime supervisors communicate daily with the classteacher of the classes they are responsible for.

All staff are regularly trained in aspects of safeguarding and understand their responsibilities in keeping children safe. There is a named child protection leader and a deputy 'Designated Safeguarding Officer'

The displays around the school are informative. Some displays are interactive and others support or celebrate learning. Teachers are aware of the impact of overly distracting displays for some learners.

Fire exits are clear. Fire drills take place regularly. Children and adults know what is expected of them in an emergency. Some children will have a PEEP plan to support them in an emergency.

##### Additional, targeted support and provision:

A room known as 'The Meeting Room' is set aside for use by the SENDCo and the Parent Support Advisor. This room is used to meet parents and have quiet or small group activities or to provide an area of calm when children need time away from a busy playground or classroom. In addition we now have a beautiful 'Nurture Room' which has been set up to provide a welcoming, calm and homely space to deliver our Trauma Informed School sessions and also as a space for other individuals, pairs and small groups. Visitors may also use this room to deliver interventions to individual children. This room has a range of therapeutic resources for our trained practitioners to use. Children may also use the library, the Infant 'Shed' or other outdoor or quiet spaces.

Risk assessments are carried out for groups and individuals as required.

Some toilets are adapted by height and the support around them.

##### Specialist, individualised support and provision:

Pupils with the highest levels of need are monitored and can be accompanied to ensure safe access to rooms and resources as required .

Quiet spaces are available to children to reduce sensory overload or allow for rest periods due to tiredness or the need for privacy when medical treatment is necessary.

An additional sensory space has been created this year for sensory play and calming. This area is in the Infant outdoor classroom and has a swinging hammock and other specialist sensory resources.

A disabled changing and hygiene area with a shower unit is centrally placed.

Individual fire plans are put in place for children as required.

There is an understanding of the effects of loud noises and quick changes in routine may have on a small number of pupils, so they are a priority to support if this occurs.

We may work with the children's therapy team to ensure that individuals who require specialist equipment have their needs met.

We now have Zoe O'Daire from the Mental Health in Schools Partnership. She is currently delivering a range of Mental Health interventions to classes, groups and individuals.

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

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

## **5.8 Additional support for learning**

We have 13 teaching assistants, including 5 HLTAs who help to deliver the support as outlined below, in addition to supporting the high quality teaching for all children.

Additional, targeted support and provision is made for some children.

Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND and other barriers to their learning have targeted support and provision.

Teaching assistants and class teachers work with small groups to:

- ensure understanding
- facilitate learning
- foster independence
- respond intuitively to their learning

Independent student learning is encouraged and often supported by the use of technology, including iPads, laptops, Chromebooks etc

For children with SEND the targets identified for the child's individual learning are taught in addition to the class lesson.

Special access arrangements may be put into place for SATs at the end of Year 6.

For a small number of identified children:

Personalised and highly differentiated arrangements enable pupils to access the curriculum.

Individual support is in place for pupils who need more intensive support and are waiting for Educational Health Care Plans.

One-to-one support for these children is not necessarily continuous. Support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence.

Where there is no EHCP Plan, pupils are given individual support where possible and in small groups at other times. 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.

Advice is sought from outside agencies to provide the most appropriate and effective teaching and learning for individual children in line with their EHC. These agencies include the Educational psychologist, Health Practitioners, including the School Nursing Team, Speech and Language Therapists and professionals from Social Care, Curriculum Development Centre Team, Physical Disabilities Team, Neurodevelopmental Assessment Team, Autism Team, Cognition and Learning Team and Health Teams.

We will also provide a range of interventions including the following:

- Individual speech and language programmes
- Individual tailored learning programmes for maths and literacy
- Funfit
- Trauma Informed School Support
- Sensory support
- Mental Health in Schools Programme

## **5.9 Expertise and training of staff**

Our SENCO has 21 years experience in this role and has also worked as a class teacher and assistant head as part of previous roles.

They are allocated two and a half days a week to manage SEN provision.

We have thirteen teaching assistants including five higher level teaching assistants who help to deliver the support as outlined below, in addition to supporting the high quality teaching for all children..

In the last twelve months, staff have been trained to support children with a variety of needs. Training includes epilepsy support, diabetes support, Funfit, Read Write Inc, autism, situational mutism and other and communication support.

At our next INSET day there will be whole staff training on Autism and Behaviour Support from Tina Leake. Next year we hope to access the Autism Champions Training.

Our pastoral lead has completed Mental Health Leader Training and is working closely with the SENDCO to develop good practice.

Two members of staff have completed SPACE training (Supporting Parents and Children Emotionally) and aim to deliver courses to both children and parents again this year.

## **5.10 Securing equipment and facilities**

The school works with a range of professionals to secure specialist equipment or facilities for children when they are required. We also make purchases where appropriate for equipment to support individual children, such as specialist reading, writing and sensory aids.

## **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips to London and school camps to BF adventure.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we had some fabulous examples of this including one pupil who was given additional support to stay at a residential where they also needed additional medical support.
- When we know a child with a disability is going to start at our school we will meet with parents and professionals to aim to ensure we are ready to meet their needs when they arrive with us.
- Our school is all on one single level with no steps. We have a central disabled toilet and changing area that can be accessed easily. At the front of the school is a designated disabled parking area.
- We follow our responsibilities as set out in Section 2 of this document to ensure disabled pupils are not treated less favourably than other pupils. Where a disabled pupil is given a place at our school we will work closely with the family, the Disabled Children's Team and other agencies to ensure the correct provision, facilities and access and support for these pupils.
- The school accessibility plan can be found on the school website.

## **5.13 Support for improving emotional and social development**

We have a zero tolerance approach to bullying.

Our Mental Health School Partnership practitioner offers whole class, small group and individual intervention and support is available for every pupil.

### Whole school approaches:

The school has a set of core values which are Equality, Resilience, Excellence, Teamwork, Respect, Independence, Creativity and Problem solving. These values are explicitly taught and rewarded. The school follows the three rules – Be Ready, Be Safe, Be Respectful and these are displayed in each classroom. The school actively promotes good behaviour and anti-bullying policies. The school promotes Outdoor Learning including Beach School and Forest School. We use Class Dojo to celebrate success across the school.

PSHE lessons include all pupils and the school promotes the Five Ways to Well-Being. This is also underpinned by the resource 'Words and Your Heart' developed by Kate Neal, which is used across the school. Sex and Relationships Education is provided for all students at appropriate levels through the Christopher Winters scheme. The children take on their own responsibilities within the classroom or the wider school.

A variety of clubs address the health and well being agenda including a variety of sports clubs. The school aims to provide 2 hours of PE activities per week for all children. All children in school are encouraged to participate in the Daily Mile.

The school holds the Healthy School status – children encouraged to drink water only in classrooms and to have a healthy snack at playtime – fruit is provided for all children in foundation stage and Key Stage 1. Milk is offered for the younger Reception and Nursery children.

Risk assessments are made for all trips and for day-to-day school events.

A policy for the administration of medication is in place.

### Additional, targeted support and provision:

Children with medical, allergy or other health needs have a medical alert plan in place.

Parents of children with additional dietary needs meet with school meals providers to make sure their needs are met.

Self-esteem, social skills and emotional well being are developed with children through targeted support.

Where children have difficulties at lunchtime or playtimes, lunchtime staff know the individual needs of children and can provide targeted support as necessary.

Some children attend Funfit club to develop health, movement and fitness outcomes.

Some children this year have begun to work with our wonderful Pets as Therapy dog Nellie, and her owner Lynne.

Some children have included Inclusion sports events with the SENDCo.

#### Specialist, individualised support and provision:

Pupils with specific medical conditions have individual health care plans. The staff supporting these children follow guidance from the appropriate health professionals and may receive additional training.

Team Around the Child and Early Support meetings are attended by a range of agencies where appropriate.

Additional support can be requested, through the Early Help Hub or through other support teams including:

- The Parent Support Advisor
- The school nurse
- Behaviour support
- Speech and Language Service
- Occupational Therapy
- Autistic Spectrum Team
- Social care
- The locality team family support workers.
- The Bloom panel
- Supporting Partnership in Change
- The Neurodiversity Hub

Referrals can be made through school to Child and Adolescent Mental Health Service (CAMHS.) for children who are experiencing emotional difficulties where other interventions haven't been successful.

## **5.14 Working with other agencies**

In consultation with parents, the school can make referrals to involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. This will be undertaken as part of the graduated response to children's individual needs.

We will often refer to the Early Help Hub who will help to triage a response.

School can help families to access a Bloom Consultation to help find specific services including from the voluntary sector.

See Section 5.16 for further information on the agencies we work with.

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## 5.15 Complaints about SEN provision

Parents who believe their child's needs are not being met within school are asked to meet with the SENCo to talk through their concerns in the first instance. Where concerns persist parents are asked to make an appointment with the Head Teacher. The Chair of Governors may be contacted if a parent feels this is necessary. SENDIASS, The Special Educational Needs and Disabilities Information and Advisory Service can provide confidential, impartial, accessible and free advice and can be contacted on <http://www.cornwallsendiass.org.uk/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

Both the SENCo and our Parent Support Advisor will help parents when a request is made to seek advice from external professionals and support services.

Service/organisation	What they do in brief	Contact details
<b>Cornwall's Neurodiversity Hub</b>	Help families with a huge range of practical advice, including resources, tips, videos etc. Also lots of information about the neurodevelopmental profiling tool.	<a href="https://parentcarerscornwall.org.uk/neurodiversity/">https://parentcarerscornwall.org.uk/neurodiversity/</a>
<b>Early Help Hub</b>	This team support schools and families by triaging referrals on to a range of teams. Early Help Hub can provide advice and support and link in to many other professional services, including	You can self refer directly or through SENCo or PSA <a href="https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/">https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/</a>



	the neurodevelopmental assessment team.	
<b>Speech and Language Therapist (SALT)</b>	1:1 assessment. The child will then be assessed and if needed targets given. These targets may need to be worked on at home as well as in school. The SENCo can provide advice on when to be concerned about a child's speech or communication.	SENCo Also available for school based SALT referral through SENCo
<b>Educational Psychology (EP)</b>	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents.	Referral through SENCo to <b>Joe Brook</b> unless for Statutory Assessment However there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
<b>School Nurse</b>	Advice given to parents and school based on individual medical cases also support for sleep problems and wetting	Referral through to School Nurse directly or through SENCo or PSA <a href="mailto:childrens.services@cornwall.nhs.uk">childrens.services@cornwall.nhs.uk</a> Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA 01872 221400
<b>Parent Support Advisor (PSA)</b>	Work with families based on concerns that affect the child's education, eg. attendance, behaviour, home learning, eating, routines. Jenny can also signpost to many other services including food bank vouchers, financial advice etc.	Referral through class teacher or SENCo to <b>Jenny Matthews</b>
<b>Family Support</b>	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Family Information Service Cornwall Council 39 Penwinnick Road St Austell Cornwall PL25 5DR Tel: 0800 587 8191 / 01872 323 535 Email: <a href="mailto:fis@cornwall.gov.uk">fis@cornwall.gov.uk</a>
<b>CAMHS</b>	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs the diagnosis.	<b>Referral through GP, FSWorker/Parent Support Advisor or SENCo</b> <a href="mailto:childrens.services@cornwall.nhs.uk">childrens.services@cornwall.nhs.uk</a> Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA 01872 221400
<b>Hearing/Visual Support Service</b>	1:1 assessments. Guidance given based on teaching programme and resources	Referral through health visitors/ school nurse/GP or SENCo Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 01872323453 Hearing Support Team:



<b>Autism Support Team</b>	Work with specific individuals with ASD diagnosis: advice given to teachers, teaching assistants and parents.	Referral only possible if a child has a diagnosis, through SENCo
<b>Children's Community Therapy Team</b> <b>Disabled Children's Therapy Service</b>	Occupational and physiotherapy support. Can assist with providing specialist support, assessment and equipment for children, Funfit activities, movement assessments, sensory integration advice, training support etc	Referral through SENCo or Healthcare Professionals

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## 5.17 Contact details for raising concerns

Please contact your child's teacher or the SENDCo, Laurian van der Hoven if you have a concern you would like to discuss.

## 5.18 The local authority local offer

Our contribution to the local offer is: <https://www.goonhavern.cornwall.sch.uk/>

Our local authority's local offer is published

here: <https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Laurian van der Hoven **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions