An Daras Trust
Igniting Curiosity Growing Capabilities

Lewannick Primary School

Lewannick Primary School

Special Educational Needs and Disabilities Local Offer

Offer approved by Local Governing Advisory Body: **September 2026**
Offer Next Review: **September 2027**

An Daras Multi Academy

Lewannick Primary School

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

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

Lewannick Primary School acknowledges that children with SEND may have faced multiple barriers to learning over the period of school closure due to the impact of Covid-19. Applying the principle of equity, our team will consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning. We will ensure we maintain a humane approach concerned with the fundamental wellbeing and positive development of our pupils.

Link to SEN Information: Report: Lewannick Primary School website in policies section.	Link to Special Educational Needs Policy: Lewannick Primary School website in policies section	Link to Access to Education for Pupils with Medical Needs Policy: Lewannick Primary School website in policies section	Link to Spiritual, Moral, Social & Cultural (SMSC): Lewannick website in Key Information section section
Link to Accessibility Plan: Lewannick website in policies section	Link to Inclusion Objectives: Lewannick website in Key Information section	Link to Pupil Premium Strategy: Lewannick website in Key Information section section	Link to Equality and Diversity Policy: Lewannick Primary School website in policies section
Lewannick Primary School - SEND Offer			

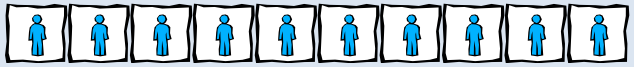
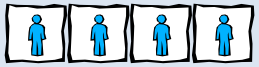
Lewannick Primary School - Policies

Name and contact details of the Special Educational Needs and Disabilities and Inclusion Coordinator

Kathy Walsh - Lewannick Primary School – 01577 782262

The levels of support and provision offered by Lewannick Primary School

1. Listening to and responding to children and young people

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

• The views and opinions of all our pupils is actively sought and highly valued.
• Student voice is represented across all year groups and influences all our decision making regarding their learning, indoor and outdoor environments, rewards, events and activities.
• Student voice is actively sought through: focus groups, pupil conferencing and questionnaires.
• Positive behaviour approach principles underpin our approach to working successfully and being in relationship with all children in our school.
• Pupils have the opportunity to share their opinions through evaluation of events and end of term reviews as part of class work.
	• Pupils with SEND are included in all consultation groups.
	• Where appropriate, additional provision will be arranged in response to:
	• Termly tracking / school data,
	  ○ Pupil premium
	  ○ Questioning
	  ○ Rate of learning progress
	  ○ Target group reviews
	  ○ Teacher concerns
	  ○ Adult observations
	• Where necessary, the views of some of our pupils will be considered when completing Positive Support Plans and/or through a pastoral / healthcare plan.
	• Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through screening / activities on a small group basis.
		• Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents.
		• All individual support will be carefully planned for with the aim of developing independent learning skills and/or self-help skills.
		• Our pupil's views are an integral part of Early Support /Child in Need / CP meetings and EHCP SEN Reviews
		• Our pupils are supported through individual needs centred planning, target and outcome setting.
		• Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through screening / activities on a 1:1 basis.

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2. Partnership with parents and carers

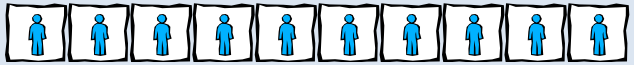
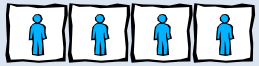
Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision

		
• The school makes best endeavours to work in partnership with all parents and carers. • The parents/carers are invited to attend parent/carer evenings. • A yearly questionnaire takes account of parental views about the school. • Parent/carers know exactly who to contact if they have any concerns. • The virtual learning environment, and/or website enables parents/carers to understand what their child is learning. • Parents and carers are informed about the progress of their children through: Parent's evening - termly Consultation days End of Year reports • Parents/carers are invited to open sessions within the school: sharing assemblies for their child; work sharing events; sports days; class trips etc. • Positive behaviour principles underpin our approach to working successfully and being in relationship with all parents / carers	• Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities. • Parents/Carers are encouraged to attend information sessions to support their young person at home regarding: ○ Parenting skills ○ Literacy ○ Numeracy skills ○ Independent homework ○ Skills to support with learning at home. ○ Family services • SENDCo and members staff are available to support parents. • Parents are able to contact the school at any time about concerns. • Referrals to a range of available family services are made as required • Parents are invited to contribute to their child's Individual Provision Maps in order to set new targets / reviews for their child.	• The views and opinions of Parents/Carers are actively sought through Early Support, Child in Need, CP meetings and EHCP SEN Reviews • Advocacy is available to ensure the Parents/Carers are fully able to communicate their views and opinions. • All documentation is presented in a format that is accessible to individual parents. • Where appropriate, Parents/Carers are encouraged to join in with school trips or activities. • Parents are encouraged to engage in 1:1 reading and support with home activities. • Parents are supported in liaising with outside agencies e.g. Family Support, Educational Psychologists, ASD Team, School Nurse, Occupational Therapists • Home-school books are used to share information and successes as required.

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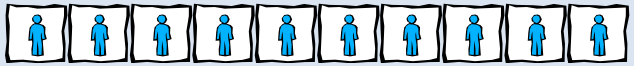
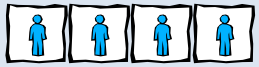
3. The curriculum

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

• The curriculum is designed to ensure the inclusion of all our pupils and teacher planning reflects this.
• All our pupils, regardless of their ability and/or additional needs have full access to the curriculum.
• Assessments (including dyslexia testing / cognitive ability tests etc.) are used to identify students who need specific interventions.
• English, Maths, Speech and Language intervention programmes are available and our pupils' access to them is based on our current and robust tracking system and teacher assessment.
• Regular enrichments events for all year groups take place throughout the academic year to support class topics / themes.
• Residential experiences offered
• In the Autumn Term, initial screening takes place for children starting YF in September and any other identified focus groups using WellComm, British Picture Vocabulary Score (BPVS).
	• Intervention packages are bespoke, and needs led.
	• The progress of students taking part in intervention groups is measured on a regular basis.
	• The intervention packages are adapted in light of student progress.
	• Small group intervention includes:
	  ○ Response to marking.
	  ○ Times Tables challenge.
	  ○ Developing writing Skills
	  ○ Developing Comprehension Skills
	  ○ Handwriting (fine motor skills)
	  ○ Numeracy Catch-Up
	  ○ Speech and Language Groups
	  ○ Reading support
	  ○ Tis sessions (Trauma and mental health)
	  ○ Lego Therapy (social skills)
		• Pupils are supported in following their interests and activities regardless of their SEN and/or disabilities.
		• Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.
		• In exceptional circumstances pupils can be dis-applied from some subjects. This must be agreed by all involved.
		• Our pupils are supported through individual needs centred planning, target and outcome setting.
		• 1:1 speech & Language sessions following a Care Plan devised by the Speech Therapist
		• Inclusion of interventions recommended by outside agencies which may include: Educational Psychologist, Dyslexia service, School Nurse, Occupational Therapist, ASD Team
		• Dyslexia Screening

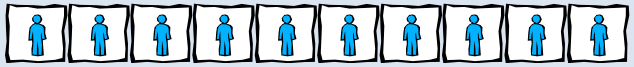
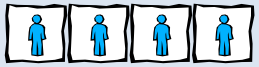
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Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school.
• Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing.
• Staff are aware of the importance of noticing children and being aware of their emotional state.
• The whole school uses a 'dyslexia friendly' and fully inclusive approach to all teaching and learning, where differentiated teaching; tasks and resources support our pupils in achieving desired outcomes to ensure progress.
• Staff team are available to support pupils as needed.
• The lessons are carefully planned to include clear outcomes and regular progress checks throughout the lesson to ensure all our children are on task and are being challenged to meet their potential.
• Learning intentions are displayed and discussed.
• Our pupil's work is regularly marked in line with the school'ssfeedback guidance
	• All staff are trained to and are encouraged to support the emotional wellbeing and health of pupils.
	• Class teachers and Learning Support Partner share information and lesson plans to ensure that students with SEND have targeted support, provision and access to quality resources to support independent learning.
	• Learning Support Partner/Class Teachers work with small groups to:
	  ○ Ensure understanding;
	  ○ Facilitate learning;
	  ○ Foster independence;
	  ○ Keep students on task;
	  ○ Assess progress;
	  ○ Inform future planning;
	• Pupils are supported in the classroom by their teacher and /or LSA and also to have opportunities to work independently.
	• Independent pupil learning is supported by the use of technology for example:
	  ○ Computers
	  ○ Talking tins
	  ○ Chrome books
	• Individual targeted questioning is used to
		• Support from staff team to meet the emotional needs of individual children.
		• Personalised, highly differentiated and well-resourced work tasks enable all our pupils to access or work towards independent learning.
		• 1:1 support is in place for students who need more intensive support and include specialised support for those who may have:
		  ○ Physical disability
		  ○ Sensory need
		  ○ Speech and language difficulty
		  ○ Autism (ASD)
		  ○ Severe literacy difficulties
		  ○ Severe Numeracy difficulties
		  ○ Global learning delay
		  ○ Severe Social, Emotional & Behavioural needs
		  ○ Medical needs
		• We actively engage with our ADMAT schools, other educational sites and a range of professional services to ensure we can provide the most appropriate support for our pupils and their families.

• Our pupils receive regular feedback, both verbally and in writing about their achievements and next steps in their work. • We strive to ensure that all our pupils know their 'next step' skill target in English and Maths and understand how to evidence it in their work. • Targets are reviewed regularly, and children are taught how to monitor and evaluate their work and the work of others. • Working walls are used in every classroom and are easily accessed by our pupils. • A variety of technology is available to support teaching and learning. • Classes are supported by LSA's for both academic and emotional needs.	scaffold learning. • Special test arrangements (Access arrangements) for Year 6 SATs e.g. readers, additional time, scribes	

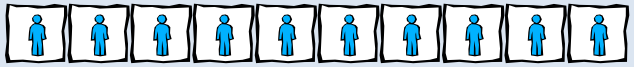
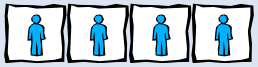
5. Self-help skills and independence

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

• In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult for help. These include:
  ○ Peer to peer support
  ○ Sourcing classroom resources
  ○ Selecting and using a range of appropriate tools
  ○ Developing thinking and problem-solving skills
• Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include:
  ○ Word / sound mats / flash cards
  ○ Hundred squares/number lines
  ○ Maths resources
  ○ Talk tins
  ○ Coloured overlays where appropriate
  ○ Pencil grips where appropriate
  ○ Word Banks
• Visual timetables are on display in class-rooms to aid independence.
• All children have access to our Whole School Positive Behaviour System and staff are trained in and implement de-escalation strategies throughout the school.
	• Where Learning Support Assistants are in the classroom, they facilitate independence.
	• Our pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers.
	• Our pupils have access to the following if appropriate:
	  ○ Adapted resources
	  ○ Visual timetables
	  ○ Personalised task cards
	  ○ Prompt cards
	  ○ Time out systems
	  ○ Visuals
	  ○ Now / Next boards
	  ○ Must Do Boards
	  ○ Ear defenders
	  ○ Individual workstations
	  ○ Fiddle toys as required
	  ○ Wobble/sensory cushions
		• Where appropriate, Learning Support Partners who work 1:1 with our pupils encouraging them to be very specific about what they need help with and what they have already done to find help themselves. We encourage the use of:
		  ○ Peer to peer support
		  ○ Learning areas
		  ○ Specialised resources
		  ○ Self-checking
		  ○ Use of highly differentiated toolkits etc.
		• We will ensure that our pupils who require a high amount of 1:1 support will have that support delivered by a number of different adults throughout the day/week, whenever possible to do so. This will ensure our pupils build resilience and self-coping strategies to enable them to cope when and if a key LSA or their teacher is absent.
		• A range of personalised resources will be available to support our pupils, such as:
		  ○ Personalised visual timetables
		  ○ Now and next planning boards
		  ○ Task cards
		  ○ Communication Prompts / visuals
		  ○ Individual workstations (in and

• Residential trips challenge and encourage the development of age-appropriate self-help skills. • Necessary adaptations and risk assessments are carried out to ensure that all children can access residentials. • Adults are aware that children who are emotionally healthy are more able to develop self-help skills and independence.		out of class, if appropriate) ○ Individual behaviour support plans ○ Health care plans ○ Intimate Care Plans ○ Risk assessments ○ One-Page Profiles / Individual Provision Maps ○ Sensory Diet ○ Personalised integration plans ○ Tools, furniture adapted to need.

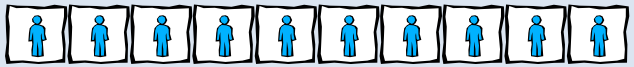
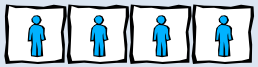
6. Health, wellbeing and emotional support

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

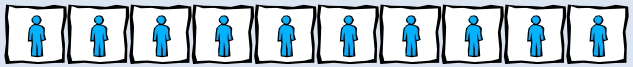
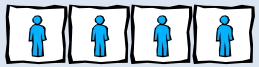
• Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school.
• Staff are aware of the importance of noticing children and being aware of their emotional state.
• Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing.
• SMEH principals are embedded in all teaching and learning provision.
• The SENDCo co-ordinates provision for students with wellbeing, emotional, physical and mental health needs
• Staff team are available throughout the school day to support pupils who need additional support in / out of the classroom
• Buddies/playground pals are encouraged to support fellow students.
• TIS sessions are available for children experiencing trauma.
• Bereavement counselling is available if appropriate.
• Risk assessments are updated regularly.
• Residential trips in Key Stage 2 challenge & encourage the development of health,
	• All staff are trained and encouraged to support the emotional wellbeing and health of our children.
	• Staff team are available throughout the school day to support pupils who need additional support in / out of the classroom as needed.
	• Support sessions for individual pupils following screening / reviews.
	• Our pupils can access a range of targeted, time-limited and monitored groups to address:
	  ○ Self esteem
	  ○ Social skills / Circle of Friends
	  ○ Anger management
	  ○ 1:1 Talk Time
	• Pupils are encouraged to attend after school clubs; inter and intra-school competitions and activities to develop resilience and emotional well-being.
	• Workshops/programmes are sometimes commissioned surrounding sport, extra-curricular and creative activity.
	• Risk assessments are carried out for all activities.
	• Where appropriate, our pupils are supported through Positive Support Plans.
	• Support for pupils struggling with anxiety
		• Individual screening will be used to assess the emotional needs of individual pupils.
		• Early support / Child in Need / CP meetings and SEND reviews are supported by a range of agencies and professionals.
		• Additional support for our pupils can be requested by or through:
		  ○ CAMHS
		  ○ Social Care
		  ○ Speech and Language Therapist
		  ○ Educational Psychologist
		  ○ Autism Spectrum Team
		  ○ Occupational Health Services
		  ○ Physiotherapy Services
		  ○ School Nursing / specialist nurses
		  ○ Visual Support Services
		  ○ Hearing Support Services
		  ○ Cognition & Learning Team
		• Individualised support is provided for pupils who begin to display signs of disaffection.
		• Pupils with specific medical conditions have individual health care plans which are shared with all staff.
		• Access to counselling services
		• Access to Jerimiah's Journey for bereavement support

lifestyles, wellbeing & emotional resilience. • A wide variety of extra-curricular clubs are offered. • Weekly 'Awards' assemblies and displays around the school celebrate children's achievement. •	following covid-19.	• Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through screening / activities on a 1:1 basis. •

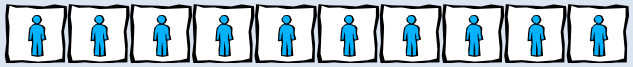
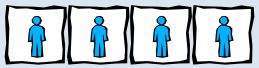
7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Staff are aware that every social interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing. • All students have opportunities for social interaction, regardless of need. • All students belong to an age-related class. • All students are invited on trips and visits regardless of ability or disability. • Residential trips in Key Stage 2 challenges and encourage the development of age-appropriate social skills. • Regular enrichment experiences throughout the year for class groups • All children have opportunities to participate in whole school events such as House Sports Competitions • Pupils have speaking and listening opportunities such as show and tell, storytelling, circle time, pupil's assemblies and assemblies with visitors.	• All staff are trained to and are encouraged to support the social interaction of students. • Peer mentors / buddies for targeted children • Older students take the role of playground leaders to act as 'buddies', encouraging younger children to become involved in a range of games.	• Individual screening will be used to assess the social and emotional needs of individual children and shared with all adults in the classroom. • Learning mentors or LSAs use social stories with individual students to manage difficult situations or changes e.g. enrichment visits. • Older students are used to support and 'buddy' younger students with SEND where appropriate. • Additional support from outside agencies such as the ASD Team.

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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Staff are aware of how the school environment can be used/adapted to suit the emotional and learning needs of children in their class. They recognise that each cohort is different and organise their class environment to reflect this. • All areas of the school are accessible to everyone including those students with SEND. • All areas of the school have wheelchair accessible classes and disabled toilet facilities. • Pupils feel safe in an environment where bullying is minimal and dealt with effectively. • There is a named child protection officer, designated safeguarding officer (and deputies) and a named 'Child in Care teacher' in school. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards and sanctions system is robust and displayed around the school. • Hessian backed boards with clear borders to support sensory processing disorders	• Disabled toilets are available • Chairs and tables of different heights are available. • The school SENDCo is trained to train intermediate Positive Handling (Team Teach) Lewannick will now join a rolling programme of training by the ADMAT trainers to ensure that all adults are able to use the de-escalation techniques to promote positive handling. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times. • Coloured enhanced IT screens to ensure work presented is dyslexia friendly. • Pictorial cues, use of symbols. • Visual timetables to support routine and predictability of the school day.	• Staff trained to ensure that the emotional wellbeing of individual children is always being considered. • Specialist equipment in practical lessons enable disabled students to be as independent as possible. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Specialised equipment is used for children where advised by outside agencies. • Individualised social stories to help regulate emotions. • Specialised targeted support from the Speech & Language Therapist, Physiotherapist, Occupational Therapist, Advisory Teacher's.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• There are robust procedures in place to support all our pupils through their key transition phases. • Primary children visit Launceston and Callington College regularly for specific events, especially Yr6. • Secondary staff visit Year 6 prior to transition. • Taster days for pupils in Year 6 and two induction days for Year 6 students are arranged at their designated secondary placement. • Transition sessions are arranged for children in each year group to experience their new class and meet their new class teacher. • Pre-school pupils are invited into our Foundation class for a range of transition days with and without parents before starting at school. • Meetings are held between the present and the receiving class teacher. • Transition sessions ('Move-up Days') take place within the pupils' new class.	• Buddy or Peer systems are in place for students who are particularly vulnerable at transition. • Pupils who are identified as possibly struggling with transition have additional visits in small groups as required. • A key worker is in place for SEND pupils. • Communication with the transition school is robust. • Adults are aware of the emotional trauma some children experience when moving on to a new class / setting / teacher/ LSA etc. Positive support principals are used to prepare and support children for change. • One Page Profiles for pupils with SEND / specific additional needs identified.	• The Secondary Pupil Support Partner / SENDCo attends Year 5 and 6 annual reviews where appropriate • At times a pupil may require a key worker at their secondary school who will support transition visits during Yr6 • Our pupils have a structured and gradual transition package from setting to setting and from year to year. This ensures that they are familiar with routines; key members of staff; running of the school day, environment; geography of the school and transport arrangements. • Our pupils with SEND have extra / enhanced visits to college in Year 6. • Where necessary, our pupils will be supported by an Early support plan to ensure transition planning is robust and meets the needs of the individual. • Staff team will support individual pupils through transition phases. • Social stories/ transition booklets sent home to share with parents.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early Help aims to ensure that services to support children and their parents are there when they need them.	earlyhelphub@cornwall.gov.uk 01872 322277
Speech and Language Therapy	The speech and language therapist work alongside our school to support children with any speech and language needs.	Referral via school or GP Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP Further information: Child and Adolescent Mental Health Service (CAMHS) | Cornwall Partnership NHS Foundation Trust
School Nurse	The school nurse can help with a wide variety of issues such as medical issues, eating, behaviour, bedwetting and sleep.	Referral via school or GP
Social Care	Support for families struggling with care aspects regarding their children	Children's care management centre. Health and Social Care - Cornwall Council
Family support	Support for families regarding issues within the home which don't relate to care concerns	Family Information Service - Cornwall Council 01872 324304
Educational Psychology Service / SEN Services	The Educational Psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support children in need.	Referrals can only be made through school
Autism spectrum Team	Support for children with a diagnosis of autism spectrum	Katy Neve - Manager and Senior Educational Psychologist Department of Children, Schools & Families Sedgemoor Centre, Priory Road, St Austell. PL25 5AB Tel: 0300 1234 101/ 01872 323022
Multi-agency professionals: Physiotherapist, Occupational Therapist, Speech and Language Therapist (SaLT), Dietician,	Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports),	Access through the school

Learning disability nurses, Continence nurse	feeding plans, toileting plans, sensory integration plans, communication plans including the production of communication passports	
SENDIAS	Special Educational Needs Support and Advice Service	Home - SEND IASS - Cornwall

Communication with Parents

What the school provides

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

The school operates an "open door" policy where staff speak with parents/carers as the children arrive in the morning or leave at the end of the day. We have a parents' evenings to provide an opportunity for parents to discuss the progress of their child. An annual written report is given in the summer term with the opportunity to speak to the class teach if required.

Parents are encouraged to contact the class teacher at the earliest stage to discuss any concerns they may have and to discuss the report in more detail. Throughout the school year our teachers are available for meetings or informal discussion and parents and families are advised to discuss any concerns they may have as soon as possible.
Requests to meet

What help and support is available for the family?

What the school provides

The Class Teacher or Head of School can offer help with forms if this is required. The SENDCo is available for informal meetings by appointment or more formal discussions about school provision as children's needs and this availability is flexible and driven by parent availability.
Class teachers are available to help parents and families get access to additional support as needed, or to discuss parenting and home needs, as well as offering support for parents whose children have additional needs. We are also able to 'signpost' to different organisations and

support agencies as necessary.

- Parents can access support through the following websites:
- Cornwall Local Offer Website: SEND Local Offer - Cornwall Council
- Parents can find further information on Special Educational Needs and Disabilities in this DfE guide:

https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Answers to Frequently Asked Questions

1. How does your school know if children/young people need extra help?
Close tracking and monitoring against National Curriculum age related expectations

2. What should I do if I think my child may have special educational needs?
Make an appointment to talk to your child's class teacher to express your concerns, they will signpost you accordingly

3. Who/what is responsible for the progress and success of my child in school and matching the curriculum to my child's needs?
A close partnership must exist between yourself and the class teacher.

4. How will school staff support my child?
Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly

5. How will I know how my child is doing and how will you help me to support my child's learning?
By meeting your child's class teacher regularly and attending open school opportunities

6. What specialist services / SEND training and expertise are available at or accessed by your school?
Please see the above list, refer to the family information service website (https://services.pinpointdevon.co.uk) or talk to the SENDCO regarding additional services. All staff have regular and appropriate SEND training as required

7. How will my child be included in activities outside the classroom including school trips?
All children are involved in all activities where appropriate and suitable support put in place accordingly. All environments are made accessible and risk assessments are carried out accordingly.

8. How will school prepare and support my child through the transition from class to class, key stage to key stage and beyond?
Regular and thorough transition activities are provided for all children throughout the summer term and beyond.

9. How is the decision made about what type and how much support my child will receive?
This is dependent on your child's need, funding provided and what is appropriate and right at the current time for your child in close consultation with all involved with your child (outside agencies, family partnerships, teachers and all school staff)

10. Who can I contact for further information?

There is a great deal of advice on the Devon Advice and Information Service website regarding additional needs
https://www.devonias.org.uk/
Alternatively please speak to your child's class teacher for signposting.