



FOWEY COMMUNITY PRIMARY SCHOOL SEND REPORT

(September 2024 – September 2025)


Fowey School prides itself on providing an inclusive environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school is a happy, open, well-motivated learning community with children central to everything we do. By working collaboratively with parents, we aim to ensure that all children's life chances are enhanced, with the intention that they will become independent, thoughtful and resilient lifelong learners through our inclusive approach. We encourage all children to reach their full potential and treat every child as an individual, carefully monitoring the progress they make. At the end of their time with us, we hope that the school will have played a major part in helping the children to be self-disciplined, keen to learn and well educated. We are a school that combines challenge and excitement with security and care.

Special Educational Needs Coordinator (SENDCo): Mrs Sandra Gynn – sgynn@celtrust.org

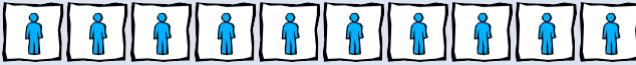
Head Teacher: Mrs Liz Measom – foweyhead@fow.celtrust.org

The levels of support and provision offered by our school

1. Listening to and responding to children and young people


| <p>Whole school approaches The universal offer to all children.</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 views of all children are listened to and valued. • Children’s opinions are voiced to the school through: <ul style="list-style-type: none"> • Pupil interviews • School Council • Questionnaires • The teachers and Head Teacher are always available to listen to and value pupils’ experiences and views. | <ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups. • Additional provision is developed in light of pupil voice. • Staff are skilled in listening to and supporting children in their sharing of their ideas and opinions. | <ul style="list-style-type: none"> • Individual support is responsive to the needs and views of the pupil. • Pupil’s views are an integral part of TAC meetings, SEN reviews and the development of EHC Plans. • Pupils play a central part in reviewing SEND support Plans • Documentation is presented in a format that is accessible to the pupil • The children have opportunities to meet and talk with the SENDCo. |

2. Partnership with parents and carers

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| <ul style="list-style-type: none"> • We work in partnership with all parents and carers. • Parents are kept informed of events and work undertaken via the school newsletter and website. • The parents/carers of all pupils are invited to attend parent/carer consultations termly for children who have special educational needs. • Our school encourages open dialogue between families/parents and teachers are available at the start and end of the school day. • Parents/carers are encouraged to contact class teachers initially with any concerns. • Parents are able to contact school with concerns at any time. • The website enables parents/carers to understand more about what their young person is learning. • Parents are encouraged to engage in one- to-one reading and comprehension skills at home with their child. • Written reports are sent home once a year. • The SENDCo, Sandra Gynn, is always available to meet/talk with parents. • Parents are encouraged to share their expertise and experiences and volunteer in school for example, helping with cookery, art projects or hearing readers. • Project outcomes are shared with parents termly. | <ul style="list-style-type: none"> • Parents consulted if their child is needed to be placed on the Record of Need (RON) and as a result is receiving additional support. | <ul style="list-style-type: none"> • Support is available to discuss and explain paperwork. • Termly review meetings are held with parents to discuss their child's learning needs and progress. • Parents and carers are supported in attending and are actively involved in all TAC meetings and reviews. • Parents' and carers' views are an integral part of TAC and SEN review meetings. • All documentation is presented in a format and language that is accessible to individual parents. • Options are signposted and parents supported to access additional support, if specialist advice and support is needed, either at home or at school. • Home school communication books are provided for children when this is helpful. • Professional Advocacy for Parents is available if required through the parents for parent SENDIASS service. |
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3. The curriculum

| Whole school approaches. The universal offer to all children.  | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • Progress of all students is measured on a regular basis and summative assessments are monitored through pupil progress meetings every term. • All students, regardless of their ability, have full access to the curriculum. • Assessments (including dyslexia screening tests) are used to identify pupils who need specific interventions. • Our curriculum caters for all learning styles and we include outdoor learning as much as possible for meaningful learning in the natural environment to engage the children and enrich the curriculum. • All students are encouraged to develop independence in overcoming learning challenges and accessing resources such as phonic mats and Numicon. • Extra-curricular activities are actively encouraged and reasonable adjustments made to allow children to attend and participate in any out of school activities | <ul style="list-style-type: none"> • Interventions are specifically targeted to meet individual needs and to enable children to fulfil their potential. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group interventions can include: Literacy – Read Write Inc., reading, comprehension, spelling, writing etc. Handwriting, Maths, Speech and Language, Social skills, Emotional literacy skills and Fine motor skills and Gross motor skills. | <ul style="list-style-type: none"> • Pupils are supported in following their interests regardless of any special educational need and/or disabilities. For example, a pupil with a physical impairment is given the support they need to access sports clubs. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • An individualised curriculum is planned for some pupils in some areas of the curriculum based on their specific needs. • A few children with multiple and complex needs may access 1:1 support. • If additional advice and strategies are needed to support a pupil, the SENDCo in agreement with parents/carers will work with outside agencies and teachers to ensure pupils' have every opportunity to fulfil their potential to achieve and be happy at school. • Adjustments are made in order to enable children to access assessment arrangements such as SATS these |


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| <ul style="list-style-type: none">Teachers and support staff work with all groups of children to ensure learning is appropriately supported, consolidated and deepened. | | may include coloured backgrounds on paper, increased font sizes, movement breaks, access to a key board or scribe, access to a reader or additional time. |
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4. Teaching and learning

| <p>Whole school approaches The universal offer to all children.</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"> • Lessons are carefully planned to cater for different learning styles. • Depending on the activity, pupils may work independently, in ability groups or in mixed ability groups. Children may have 1:1 or small group support at times. • Children are engaged in taking responsibility for learning through selecting their work and choosing where to work. • Learning objectives are shared, displayed and discussed at the start of every lesson. • Success criteria are used and may be adapted at times. | <ul style="list-style-type: none"> • Class teachers, teaching assistants and the SENDCO share information to ensure that pupils with SEND have targeted support and provision. • Teaching assistants/ teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task • Teachers and Teaching assistants support all ability levels within the class across the week. • Pre-teaching of vocabulary may be used to support understanding or speech and language skills. • Independent learning is supported by the use of technology. For example; Laptops and iPads. | <ul style="list-style-type: none"> • There are regular SEND support Plan reviews and meetings with parents. • SEND support Plans are reviewed and targets and provision updated regularly. • Small steps plans are designed to break down the targets making them achievable and enabling progress to be tracked effectively • Multi-agency meetings are used to review areas of difficulty and levels of support. • Individualised learning intervention programmes are used to ensure progression against personalised targets. • Regular meetings with parents • One-to-one support is in place for pupils who need more intensive support. |


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| <ul style="list-style-type: none"> • Shared reading/writing and modelled writing are used to support learning. Good work may be used to explore and exemplify good practise. • Pupils' work is regularly marked with next steps identified according to the school marking policy. • Working walls are used to display key vocabulary and key terms to support learning. • Pupils have opportunities to record their learning in a range of ways. • There is regular assessment of pupils' progress and attainment. • Data is used to track progress and identify pupils and groups who will benefit from additional support or intervention. • There is regular contact with parents through home/school book/telephone contact/meetings/ open door policy. • Whole school rewards/ behaviour policy is consistently implemented to support positive learning behaviours. • Visual timetables are used in all rooms. • ICT is used to enhance learning in all curriculum areas. • All children are encouraged to adopt a positive attitude to learning and independently access the resources they need to complete their work. | <ul style="list-style-type: none"> • Groups/individuals may be identified for additional booster sessions based on the progress of morning learning. | <ul style="list-style-type: none"> • Resources such as fidget toys, sloped desks or pencil grips are available to enable pupils to access learning successfully. • Specialist support and advice is available from external agencies such as : <ul style="list-style-type: none"> ✓ Educational Psychologists ✓ SALT ✓ Physiotherapists ✓ Occupational Therapists ✓ Autistic Spectrum Support Team. ✓ Cognition & Learning Team ✓ Visual and Auditory Specialist. ✓ Physical disability & medical Needs Team ✓ Early Support Team ✓ CAMHS • Special examination arrangements are made for internal and external tests (readers, scribes etc.) |
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5. Self-help skills and independence

| Whole school approaches The universal offer to all children.  | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • Children are taught throughout the school to take responsibility for entering into class, putting away their belongings, changing independently for PE, taking care of possessions, being caring towards others and to take care of their environment. • Classrooms are accessible and resources are clearly labelled and available. • Children are taught and encouraged to take responsibility for their own learning. • Adults model expectations and appropriate interaction to support learning of social skills. • Whole school rewards and behaviour policy support good behaviour for learning. • All children are given opportunities to work independently. | <ul style="list-style-type: none"> • Phonics Mats, Tricky word Mats Number Squares, Number ladders are accessible to support learning. • Pupils have access to: visual timetables, task cards, prompt cards etc. • Adults model play and supervise at play at unstructured times. • Social Stories are used if needed to support understanding • Social skills groups. | <ul style="list-style-type: none"> • Personalised task boards and timetables are in place to support independence. • Teaching assistants working 1:1 with pupils aim to develop pupil independence. • Intimate care plans following advice from professionals aiming towards independence. • Appropriate equipment is available to enable all pupils to access learning and communicate as independently as possible. • Reasonable adjustments are made to ensure trips and visits to ensure all pupils can access these experiences. • Specialist services provide advice and support regarding overcoming the barriers raised by physical disabilities. Pupils have personalised equipment to help them to learn such as sensory seat pads, coloured overlays • Pupils can if needed access a trained ELSA practitioner. |

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| <ul style="list-style-type: none"> • There are consistent routines and behaviour expectations. • Pupils are involved in self –assessment of learning. • Regular PSHE lessons and teaching in response to events and school assemblies support the children’s social and moral development. • Intimate care plans (targets working towards independence) ensure children with additional physical needs are appropriately cared for. • Medical protocols ensure safe procedures. • Children are given responsibilities within class and school to develop their engagement with the school community and independence. • An TIS approach to unwanted behaviours develops children’s ability to regulate their responses. • Children are taught about safe behaviours in a range of situations from road to online safety. | | <ul style="list-style-type: none"> • Lego therapy, Draw and talk therapy and circle of friends are available if needed. |
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6. Health, wellbeing and emotional support

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- All staff receive regular safeguarding training and procedures and policies followed.
- There is a Positive learning environment with excellent staff role models.
- PSHE lessons focus on developing confidence and self-esteem.
- Pupil issues are dealt with as they arise.
- Incidents of adverse behaviour are recorded on behaviour incident system which is analysed and support given where necessary.
- A number of staff are trained in first aid to ensure the safety of students.
- After school clubs are available for KS1 and KS2.
- Swimming lessons are provided for key stage 2
- Risk assessments are undertaken for activities and trips involving pupils.
- A TIS approach teaches pupils' emotional literacy and how to respond to problems.
- The school works cooperatively with a range of medical professionals such as Epilepsy Nurse, school nursing service, physical disabilities team to ensure that physical and medical needs are appropriately met.


- Increased time is allocated to emotional development and understanding.
- Specific medical routines and programmes fully implemented seamlessly throughout school day.
- Social stories used to develop understanding when helpful
- Parent liaison.
- Draw and talk and play therapy interventions.
- ELSA groups to develop understanding of how to regulate emotions.

- The SENCO and 2 TAs are trained TIS practitioners.
- Teacher trained as senior mental health lead
- Risk assessments are completed in instances of challenging behaviour.
- Children who find the school environment challenging will have individual positive support behaviour plans and safe handling plans in place.
- Increased joint working between parents, school and multi-agencies.
- Individual health protocols and programmes drawn up.
- TACs, Early support meetings and reviews are supported by a range of agencies including the school nurse
- Additional support for pupils can be requested from a range of external agencies.
- Pupils with specific medical conditions have individual health care plans
- Adults supporting children with specific needs will access additional training in order for those needs to be safely met.
- Support signposted to parents and parents helped to access outside agencies if this is helpful.
- Some children may have resources which help reduce their anxiety and worry levels.
- As needed additional support is requested from:
 - CAMHs (Children and


Adolescent Mental Health Service)

- Social Care
- Dreadnought
- Penhaligon's Friends
- Community Nurses
- School Nurses
- CLEAR

7. Social interaction opportunities


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| <ul style="list-style-type: none"> • All pupils have opportunities for social interaction regardless of need. • All pupils are part of a class with named class teacher/s • All pupils attend trips and visits. • Every child has the opportunity to access residential trips. • Opportunities to represent the school at outside events involving sport and music, • All pupils have opportunities to attend a range of extra-curricular clubs. • Adults leading play during lunch times | <ul style="list-style-type: none"> • Buddies for vulnerable pupils. • Social stories and social skills groups • TIS programmes and interventions • Social skills group • ELSA intervention | <ul style="list-style-type: none"> • Social stories are used to support individual pupils. • TA's working with individual students support development of social skills and may deliver specific programmes such as Time for Talk, Do You Have A Volcano in your Tummy? Draw and Talk |

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

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| <ul style="list-style-type: none"> • Accessibility plan is in place and is revised regularly. • All areas of the school are accessible to everyone including those pupils with SEND. • There is wheel chair access to classrooms and outside areas. • There is a disabled toilet on site. • Pupils feel safe in an environment where bullying is not tolerated. • There is a named Safe Guarding Lead: Liz Measom • All areas of the school are positive and all classrooms support learning. • Teachers focus on rewarding desired behaviours to promote a positive environment. • The rewards and sanctions system is consistent and robust and it is displayed in each classroom across school. | <ul style="list-style-type: none"> • Quiet activities available to all children at break times. • Key staff are team teach trained to confidently diffuse challenging behaviour in a calm, positive manner. • Sloping desk stands are available for table tops. • Various sensory resources available such as fidget toys and coloured reading rulers. • Quiet areas in class rooms are provided when needed. • Small group areas | <ul style="list-style-type: none"> • Vulnerable children have calming and re-energising breaks planned. • Resources are made available support learning and inspire confidence. • Specialist communication aids • Specialist / individual equipment • There is a disabled changing area/toilet. • Where necessary, individualised transition programmes are put in place. • PEEPs in place for individual children. • A sensory room on site |

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| <ul style="list-style-type: none"> • There are stimulating external play areas which reduce unwanted behaviours. • Children are taught how to keep themselves safe in a range of situations from handling fireworks to online safety. • The individuality and uniqueness of all children is celebrated and recognised through reward assemblies and displays. • Swimming for key stage 2 • First Aiders always available • Appropriately sized tables, chairs and furniture for each class to give full access for pupils. • Range of furniture for children to sit on/ work on to meet their sensory needs | | |
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9. Transition from year to year and setting to setting

| Whole school approaches The universal offer to all children.  | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • We have strong links with a range of pre-school settings which are all visited before transition. The nursery children visit school in the summer term before they start. • Stay and play sessions in the Autumn term to facilitate links with new parents and families. | <ul style="list-style-type: none"> • Additional visits are arranged for pupils who are particularly vulnerable to support transition within school and onto their next educational setting. • Additional arrangements are made for extra support e.g. transition booklets. | <ul style="list-style-type: none"> • SENDCo attends all annual EHC Plan reviews and supports smooth transitions between year groups. • SENDCo meets children, parents and key workers prior to transition days. |

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| <ul style="list-style-type: none"> • School staff visit our feeder nurseries and preschools to observe children and discuss their needs • Reception staff offer home visits during the summer term before reception children join us. • We have a meeting for new reception parents during the summer term. The children join us in the classroom for the morning with parents. • Secondary staff attend statement/EHC plan annual reviews during the summer term. They visit pupils and staff early in the summer term to aid transition. • Pupils in year 6 attend their secondary school for transition activities and days. • Transition opportunities are provided in the summer term for children in the school to move to their new class and meet their new teacher. • All staff complete transition forms for every child at the end of the year. We timetable meetings at the end of the summer term for staff to meet to discuss transition information. | <ul style="list-style-type: none"> • Transition meetings for TA / support staff handover • Transition time for pupils with new TA's | <ul style="list-style-type: none"> • SENDCo observes children in previous educational establishments prior to transition (where possible) • Individual transition visits with support staff. • Meetings with parents and colleagues from other settings. • SENDCo meets with the Secondary SENDCo prior to transition. |
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| <ul style="list-style-type: none"> All children meet their new teacher and class Teaching Assistant in their new classroom before the end of term. | | |
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The SEND qualifications of and SEND training attended by our staff


| <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> |
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| <p>The SENDCo holds The National SENDCo Award and is a qualified Trauma Informed Schools Practitioner.</p> <ul style="list-style-type: none"> Provision meetings between SENDCo and individual class teachers regularly to ensure appropriate provision. Staff INSET days planned throughout the year. CPD available for all staff. | <ul style="list-style-type: none"> TA meetings held fortnightly Supervision offered to all staff <p>Staff trained in specific skills and interventions:</p> <ul style="list-style-type: none"> Mental Health TIS – 3 members of staff TIS practioners PRICE – Protecting rights in a caring environment – SENCO Trained, 4 additional members of staff trained ELSA – 1 member of staff fully trained, Autumn 2022 | <ul style="list-style-type: none"> ELSA practitoner Drawing and Talk therapy Manual Handling Training |

Services and organisations that we work with:

| Service/organisation | What they do in brief | Contact details |
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| Speech and Language (SALT) | Referrals can be made through school to the speech and language therapist. This may lead to further assessment and support program to be delivered at school and at home. A few children will have direct support from a speech and language Therapist, | The NHS Speech and Language Therapist assigned to Fowey School for 2022/23 is Caroline Shepherd https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/communication-support-specialist-speech-and-language-therapists/ |

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| Educational Psychologist | <p>The Educational Psychologist works closely with the SENDCo covering a range of work such as observing children, supporting staff in school working with specific children and delivering training. Children have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home</p> | <p>Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.</p> <p>The educational Psychologist assigned to Fowey School for 2022/23 is Holly Mann</p> <p>https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/childrens-psychology-service/educational-psychology/</p> |
| CAMHS | <p>Offer support to children to have complex mental health needs. A referral will have to be done by home, school or the school nurse.</p> | <p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/safeguarding-topics/mental-health/</p> |
| School Nurse | <p>The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.</p> | <p>The Early Help Hub:</p> <p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/early-help/</p> |
| Autistic Spectrum Team | <p>Support children with Autistic Spectrum Disorder and only work with children who have an official diagnosis.</p> | <p>The ASD advisor assigned to Fowey School for 2022/23 is Katie Frampton.</p> <p>https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/childrens-psychology-service/the-autism-spectrum-team/</p> |
| Cognition & Learning Advisory Service (Dyslexia Support). | <p>Provides support and advice for children who have specific difficulties with reading and writing and who</p> | <p>https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-</p> |

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| | need support which is additional and different to that which is readily available in school. | file/information-advice-and-support/council-services/cognition-and-learning-service/ |
| Early Support Team | Provide coordinating support for children who have multiple areas of physical and educational need. | https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/early-support/ |
| Hearing Support Services | Support children with hearing difficulties. | https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/hearing-support-team/ |
| Vision Support Service | Support children with visual difficulties. | https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/vision-support-team/ |
| Occupational Therapist | <p>Occupational Therapy (OT) aims to support children and young people in getting the most from their lives and achieving their potential.</p> <p>The OT will assess your child's functional and sensory needs and will work with you and your family to enable your child to become as independent as possible. This is likely to include activities designed to increase range of movement, co-ordination and sensory awareness. The OT will give</p> | <p>Tel 01209 213927</p> <p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/children-and-young-people-with-disabilities/occupational-therapy-service/</p> |

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| | <p>advice on personal care, play, schoolwork, and leisure activities. Specialist equipment to promote function and learning may be provided to help your child at school or home. This may include specialist seating, slanted writing boards, specialist cutlery or writing implements.</p> | |
| <p>Penhaligon's Friends</p> | <p>Are a Cornish charity supporting bereaved children, young people, parents and carers throughout the County. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.</p> <p>We have worked with Penhaligon's Friends several times over the last few years and our Learning Mentor has attended several training sessions with them to help us support the children in our school who have suffered bereavements.</p> | <p>Tel: 01209 210624</p> <p>http://www.penthaligonsfriends.org.uk</p>  |
| <p>SEN Assessment and Provision Team</p> | <p>Carry out assessment for statements and EHCP, and review and monitor implementation.</p> | <p>01872 322417</p> <p>https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/statutory-special-educational-needs-service/</p> |
| <p>Physical and Medical Needs Advisory Lead</p> | <p>Works closely within the Council's Special Educational Needs (SEN) support teams and key NHS therapy teams to ensure all students with</p> | <p>https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-</p> |

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| | physical disabilities and medical needs have maximum access to the school curriculum | file/information-advice-and-support/council-services/physical-and-medical-needs-advisory-service/ |
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Answers to Frequently asked Questions

1. How does your school know if children/young people need extra help?

The school has an Identification pathway and data and knowledge of the child is used to identify when a child may need additional or different support and provision in order to achieve their potential. All staff work closely with parents who are informed and consulted when we begin to have concerns about a child's behaviour or levels of achievement. The Head Teacher and SENCO work closely with teachers and monitor pupil progress regularly. The SENCO regularly discusses the children's progress with teachers and closely monitors any children whose learning or behaviours may be beginning to raise concerns.

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

Make contact with the class teacher and/or the SENCO and share your concerns. We are keen to hear your views and ensure that we are doing everything possible to help your child succeed.

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

The class teacher is responsible for the progress and success of all the children in their class, supported by the Senior Leadership Team which includes the SENCO.

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

This will depend on the individual needs of your child. The curriculum may be adapted, a variety of ways of recording work and understanding may be used, extra support or intervention may be provided or additional resources may be used. There are times when children may need to work in an intervention group or, where needs are greater, a higher level of adult support may be provided.

5. How will school staff support my child?

The staff of Fowey School will get to know your child as an individual and will support your child by using the most effective strategies to overcome their barriers to learning. This could involve using pre learning, and breaking instructions down into smaller steps, or revisiting learning to support memory difficulties. The provision put in place will be tailored to the needs of the child based on class observations, discussions with the class teacher and teaching assistants as well as parents who of course know their child best.

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

There are termly meetings between class teachers and parents and an end of year report. If your child has additional needs they will have a SEND Support plan with specific targets. These will be reviewed regularly and new ones set and discussed in a termly meeting with the class teacher and parents. Fowey School has an open door policy and staff are happy to meet with parents on request to provide updates and feedback or to respond to questions.

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

Fowey School takes the wellbeing of its pupils very seriously and work closely with parents to ensure this. Staff form strong relationships with pupils which provides a strong supportive network which enables pupils to voice concerns. There is a strong focus on teaching children emotional literacy and how to manage and respond to feelings. The school supports all aspects of good mental health in children recognising that a child needs to feel safe and happy. There is trained ELSA (Emotional Literacy Support Advisor) on site and 3 trained TIS practitioners at Fowey and the whole staff have received training in the approach.

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

All adults working with children are CRB cleared (background checked) and have Safeguarding training. There are up to date policies on all areas related to health and safety in school and these are available on the school website or on request. There is a Designated Safeguarding Lead and a Deputy DSL in school. There are members of staff who are first-aid trained and the school site has regular safety inspections as does all electrical equipment. Any trips or visits are risk-assessed prior to departure and the school educational visits policy is followed.

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

All teachers are teachers of children with Special Educational Needs. Teaching and support staff undertake specific courses as needed, for example should a child be non-verbal appropriate staff may have Makaton or PECS training. The Head Teacher and SENCO oversee that staff have any specialised expertise they may need in order to support a specific disability. If you have any concerns whether the staff are able to meet a specific need please come and discuss your concerns.

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

Reasonable adjustments will be made to arrangements in whatever form is needed to ensure that your child is able to take part in school visits and trips alongside their peers. If you have any concerns or anticipate difficulties regarding your child's ability to access trips and visits please contact the Head Teacher or SENCO so that we can ensure your child has equal access to these important opportunities.

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

The school liaises closely with feeder schools both for year R and year 6 but also between each class. Additional home visits or visits to nursery settings may be arranged by staff to get to know your child. Time is taken to listen to the parent and child's needs. Additional visits can be arranged to reduce anxiety and transition booklets are used to support children's understanding of the transition process. In years 5 and 6 if your child has an EHC plan the Secondary SENCO is invited to the transition meetings. SENCOs from different settings have meetings specifically to ensure an informed and successful transition occurs.

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

The school receives funding to deliver education to all children. Where additional support is necessary, resources are provided where possible. If a child has profound and multiple needs the school can apply for a needs assessment through the statutory SEN Service.

13. How is the decision made about what type and how much support my child will receive?

The type and level of support your child receives will be based upon what your child needs in order to overcome barriers to learning and make appropriate progress. Decisions will be based on our knowledge of your child, consultation with the parents/carers and any advice available from outside professionals.

14. Who can I contact for further information?

You can contact your child's class teacher, the Head Teacher Liz Measom or the SENCO Sandra Gynn

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

In the first instance please discuss this with your class teacher. However, if you continue to have concerns make an appointment to see the Head Teacher Liz Measom or the SENCO Sandra Gynn.

16 How is your School Offer reviewed?

Our School offer is a working, flexible document which will be updated as changes occur. It is routinely reviewed annually.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>

Further information of SEN Provision and Support:

Whole School Approach to Teaching & Learning:

- ✓ All teachers are responsible for the learning and progress of every child in their class, including those with SEN, through high quality teaching and learning.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by monitoring their progress.
- ✓ Identification of children/young people requiring SEN support and initiation of 'assess,plan,do,review' cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENCO
- ✓ On-going curriculum assessments
- ✓ Class observations
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies.

How we listen to the views of children/young people and their parents:

| What | Who | When |
|--|--|---------------------------------|
| Informal discussions | Class teachers, support staff and SENCO | As and when needed or requested |
| Parents Evenings | Class teachers and SENCO | Termly |
| Home-School Book | Parent/carers and classroom staff | As agreed |
| Send Support Plan Review meetings | Parents/carers, class teacher and SENCO | Termly |
| Parents meetings to discuss needs and progress | Parent/Carer, class teacher and/or SENCO | As needs arise |

The Assess, Plan, Do, Review Cycle

For children/young people on our record of need an Assess, Plan, Do, Review cycle will be established by the SENCO in collaboration with the child, their parents/carers and the class teacher.

This year, provision made for our children has included:

Communication and Interaction:

- 1:1 Speech & Language therapy
- Small group language sessions
- Visual timetables, now & next boards, traffic light cards
- TIS sessions – developing social skills and understanding emotions
- Alternative ways of recording work using ICT, photos, video, adult scribing
- Clear routines and expectations
- Use of task management boards
- Reward systems
- 1:1 RWInc
- A range of after school clubs

Cognition and Learning

- One to one phonics sessions
- Dyslexia screening and provision
- Precision teaching

Repetition and overlearning
Pre teaching
Reading interventions
EP assessments
Small group 'catch up' sessions
1:1 reading support
Extra adult support

Social, Emotional and Mental Health:

Trusted adults for all children who need emotional support
Personalised timetable
TISUK
ELSA
Draw & Talk sessions
CAMHS support
Team around the child meetings
ASD advisors

Sensory and/or Physical Needs:

Movement breaks
Physiotherapy – following care plans
Occupational Therapy care plans
Safe / quiet areas in school
Sensory
Use of chew buddies/fiddle toys
Writing slopes / pen grips

Monitoring

We monitor the quality of this provision through class observations, monitoring interventions and planning, work scrutinies, liaising with teachers and support staff and of course through discussions with parents and the child. We measure the impact by looking at school data, further discussions with parents and children, work produced and with assessments from outside agencies such as Speech & Language.

Support Staff Deployment.

Support staff are deployed in a number of roles:

Delivering small group intervention

Meeting & Greeting

Lunchtime supervision – modelling/facilitating social interactions

Running clubs

Supporting learning in class

Supporting individual children in class

Pastoral support throughout the day

Distribution of funds for SEN

This was allocated in the following areas:

Support staff

External services

Teaching and learning resources

Screening tools

Staff training

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the following way:

Head teacher meetings

SENCO meetings within the trust

Community enrichment events

Moderation meetings

Transition to secondary – planned meetings, extra transitions, opportunities to attend summer activities

Good relationships with nurseries ensure smooth transition

Transition meetings with staff to pass on knowledge

Sessions in summer term for new intake

Transition booklets

Our Complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Headteacher, Liz Measom or the SENCO

Sandra Gynn

