

What/who is this for?

This document outlines everything you need to know about supporting SEND pupils at St Mabyn. It is useful for parents, pupils and people who would like to know what we do to create unique possibilities for **ALL** of our pupils, including those with SEND. **This document supports our whole MAT policy for SEND.**

What is SEND?

A Special Educational Need or Disability is when a pupil finds something harder than other children that are the same age or when a pupil has a disability that might make it hard to use the resources in the school. Difficulties could be: communication, learning, emotional or physical. This means that teachers have to think carefully about what each pupil needs to succeed and progress.

Some answers to questions you might have:

How do my teachers know that I need extra help?

If we notice that you are finding something hard, or falling behind, we talk about ways to help you. We try to make sure that what you get in the classroom helps you first, before trying anything extra. If we put anything extra in place, we may place you on a 'record of need', this is just a way to keep an eye on how you are doing with this extra support.

What can my parents do if they think I have Special Educational Needs?

Talk to your teacher, SENDCO (Ms Jemma Shields) or Headteacher (Mrs Redford-James).

Who is responsible for me being happy and succeeding at school?

We are ALL responsible! Staff try hard to talk lots about good mental health. We learn different strategies and give lots of opportunities to share feelings. We want you all to do well.

How will my learning be suited to me?

Your teachers will try hard to make sure that the learning in the classroom (and outside!) is just right for you and what you need.

How will teachers and teaching assistants help me?

Your teachers and teaching assistants will work together to make sure you get what you need, and they will keep talking to you about what you want too.

How will my parents know I am doing well?

We have parents evenings where we can celebrate success and talk about anything we might need to change or work on. For pupils with SEND we try to talk to each other and meet more often if we need to. Parents of ALL pupils can speak to the staff at any time if they want to. We also use an online tool called 'Edukey' to record your learning plans - your parents can see and comment on this. In addition, we use class dojo to communicate daily with our parents.

How does the school make sure that I am happy at school?

We use lots of things like Emotion Coaching, but we also think carefully about EVERYTHING that is happening at school.

How do teachers and other staff make sure that I feel safe at school?

We talk to you all the time about staying safe. Staff wear badges so you know who everyone is. We keep the doors and gates locked during the day. If you are ever worried about anything you should talk to a member of staff. If you are really worried about something make sure you talk to Mrs Redford-James or Mrs Bray as they are in charge of 'safeguarding'.

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Who can help me and the staff at school if we need extra help?

Mrs Redford-James, Ms Shields and your class teachers can contact lots of people who can help e.g. staff at other schools or specialist people like Educational Psychologists or Speech and Language therapists. We will ask these people for help if we are still finding things hard at school, even after some extra help.

How are the staff at school trained in SEND?

Ms Shields has a university qualification in 'coordinating Special Educational Needs' and all other staff have had other training to help too e.g. in emotional wellbeing and helping pupils with things like reading and spelling.

How will the school make sure that ALL children, including those with SEND can take part in trips?

When we plan trips, we plan in advance to make sure that it is suitable for everyone. We talk to you and your parents if there are any problems when organising a trip. We carry out risk assessments to help us with this.

How accessible is the school environment?

The school is accessible to all pupils and parents and we can make changes if we need to. (we have an accessibility plan which gives more details about this). We are always working to make the school more accessible if and when we can.

How will school prepare me for changes (transitions)?

We plan time for working through these e.g. visiting your new classroom or new school. We also do lots of work through our school values and thrive-style sessions about things like changes so that we have strategies to cope. We try to hold meetings with your parents and new members of staff so that they know what you need.

How is SEND support paid for?

The government gives the school a little bit of money (nominal SEND budget) which pays for resources and staff to help. Sometimes we get extra money from our Academy Trust for extra resources. Some pupils have extra funding if they need extra support (e.g. if they have an 'EHCP').

How am I assessed to see if I need extra support?

Teachers know you very well and they know what you can and can't do through your learning. We can also see in things like tests whether there are things you are finding harder than other people in your class. When we've tried everything, we might do some extra tests e.g. a dyslexia screening test, to see if there is anything else we can try!

Who can my parents contact for further information?

Ms Shields the Special Educational Needs Co-ordinator. Mrs Redford-James (Headteacher)

How is this information reviewed?

Ms Shields talks to staff, parents and pupils regularly about this information to try to make sure it is up to date and easy to read!

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Jemma Shields

jshields@stbarnbasmat.com

Our SEND Governor is TBC

St Mabyn CE Primary School, Bodmin, Cornwall PL30 3BQ, 01208 841307

mab.admin@stbarnbasmat.com

For further advice and support visit Cornwall's local offer website:

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

Want to know more?

Here is what, how and why we do what we do...

1. Aims and objectives

The St Barnabas MAT Board of Directors and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has identified special educational needs and those needs will be made known to all who are likely to work with them.

The staff in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Head of School and SENDCo will meet and report regularly on the policy and effectiveness of the school's work for pupils with special educational needs, the results of which are available upon request.

The staff will work hard to ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs.

The staff of the Multi-Academy Trust will share good practice, ideas and resources to support the progress of our pupils, including those with SEND e.g. through SEND networking and meetings with other SENDCos in the MAT (Multi- Academy Trust).

2. Responsible Persons

The person co-ordinating and responsible for the day to day provision of education for pupils with special educational needs is Ms J Shields (SENDCO) in partnership with the Headteacher (Mrs Redford-James).

3. Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. We seek to create unique opportunities for ALL of our pupils, including those with SEND.

4. Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational needs to match the nature of their individual needs and all school staff will work together to keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes. These will range from day to day notes made by the teachers and teaching assistants to whole school intervention tracking and assessment using systems such as 'Bromcom' and 'Edukey'.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Tasks and activities may be broken down into a series of small and achievable steps where needed.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

The 'SEND information report' and 'MAT SEND policy' for St Mabyn CE Primary School are published on the school website and local authority forums e.g. Family Information Service website, in order to inform prospective parents and other interested parties about how we support pupils at St Mabyn Primary School. This is updated at least annually.

Details regarding accessibility can be found in a separate 'Accessibility Policy'.

5. Admission Arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. (please see Admissions policy)

Prior to starting school, parents/carers of children with a Statement of SEND/Education Health Care Plan (or plan pending) will be invited to discuss the provision that can be made to meet their identified needs.

6.A graduated response at a school-based level: our wave approach

If a pupil fails to make progress in spite of some ongoing additional support they may be given an IEP (individual education plan/learning plan in order to tailor their learning. This means we are 'monitoring' the pupil and will review within 1-2 terms.

If they continue to find aspects of school difficult in spite of support, and/or show signs of difficulty in some or any of the following areas:

- communication and interaction
- learning and cognition
- social/emotional/mental health
- physical/sensory

the school will place the pupil onto the 'record of need' at a school based level of support that is additional to and different from the differentiated curriculum. This will be evidenced through an IEP (individual learning plan/learning plan) that identifies the child's needs.

Provision will match the needs of the pupils. Care will be taken when timetabling provision to ensure that the pupils are able to gain access to the full curriculum, taking it on a case by case basis, i.e. considering where the pupil's primary need is.

The resources allocated to pupils who have non-'EHC-plan' Special Educational Needs will be deployed across classes to support these individual education plans at a school based level as outlined in the revised Code of Practice. Parents will be informed and wherever possible/appropriate pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate external support services and the IEP' will be amended accordingly within the school-based level of additional support. Where necessary pupils will be referred to the SENDCO for diagnostic testing to build on a profile of the child's strengths and weaknesses e.g. using a dyslexia screening test or standardised reading test to assess support needed in situations like end of key stage tests.

7. Identification and Assessment - a Graduated Response

If progress is still not made despite the involvement of external agencies and external advice, the child may be assessed for a statutory assessment of special educational needs (The Education Health Care plan, EHCP). The appropriate forms will be used for recording and referral as necessary.

The progress of children with special educational needs will be reviewed through formative and summative assessments. SEND reviews will be held at least twice a year as part of the whole school 'Parents Evening' cycle (with additional meetings offered as needed e.g. during times of transition or at the request of the parent). Additionally, the progress of children with an EHC Plan will be reviewed annually, as required by legislation.

Progress of interventions is measured through pupil progress meetings and whole school intervention tracking e.g. using 'Edukey'. Action will be taken following on from this using 'Assess-Plan-Do-Review'

Detailed records will be kept of the pupils receiving extra support. This will include individual pupil files, intervention tracking e.g. on 'Edukey', electronic secure filing, and up to date record of need and whole school assessment data e.g. using 'Bromcom'. Records of children's SEND support and progress will be passed on to the child's next school if they move or as they move to secondary school (securely and within GDPR compliant procedures).

8. Resources

The MAT allocates an amount of money for SEND pupils. These funds are mainly devoted to the purchase of Teaching Assistant hours. This is allocated by the Head of School under the Guidance of the Academy Principal and Business Manager.

The school currently has 19% of its children on the Record of Need.

The class based teaching assistants and class teachers will provide the majority of additional support and intervention where needed

9. Liaison

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with external agencies for some pupils with SEND (and some without).

The school has links to local secondary settings in Cornwall and liaison is maintained particularly with regard to transition issues, and as such good contact is maintained by the school (jointly between the Head of School, SENDCO and Year 6 teacher).

10. Arrangements for the Treatment of Complaints

The procedure for managing complaints is outlined in the School/MAT complaints procedure and can be requested from the school office if needed.

11. Staff Development

In-service training needs related to special educational needs will be identified by the SENDCO and Head Teacher as part of whole school and MAT development.

12. Working with Parents

The school will actively seek the involvement of parents in the education of their children e.g, through parents evenings, regular conversations, invitations to formal meetings and parent forums. A record of significant conversations and outcomes, as well as key points about a pupil's background are kept by all staff for key pupils in school, including those with SEND using the 'meetings log' on 'Edukey'. This is monitored regularly by the SENDCO and Head of School

1) Pupil Participation

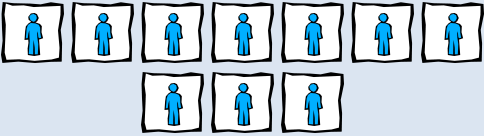


At St Mabyn we are passionate about Pupil Voice. As part of this we will seek the views of ALL pupils including pupils with SEND, through individual pupil conferencing and class forums. Talking about learning is an integral part of life at St Mabyn.

2) Evaluating Success




This information report and the MAT SEND policy will be kept under regular review. The MAT Board of Directors, School Governors and Head of School will gauge the success of the policy through visits and regular contact with the school and with the SENDCO and by monitoring and reviewing progress (both academically and otherwise) through regular reporting to leadership, governors and the MAT board of directors.

A detailed view of support and provision offered by our school

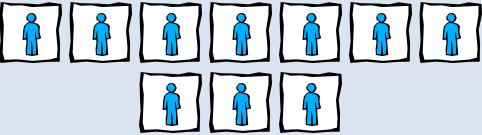
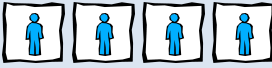

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Lesson opportunities ✓ PSHE discussions including 'Picture News' ✓ Pupil forums ✓ Pupil conferencing ✓ School questionnaires 	<ul style="list-style-type: none"> ✓ Individual pupils have regular opportunities to talk to an adult in school about concerns and difficulties where needed ✓ Emotion coaching - style support 	<ul style="list-style-type: none"> ✓ Safeguarding procedures ✓ Referrals e.g. to family support, counselling services

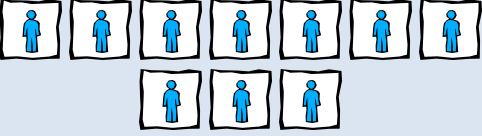


2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Regular face to face, phone and email contact between teachers and parents ✓ Parents evenings & regular reporting ✓ School website/social media ✓ Weekly overview and updates on 'ClassDojo' ✓ Monthly newsletter ✓ Regular fundraising events led/supported by the PTA ✓ Use of 'class dojo' for day to day communications between home and school 	<ul style="list-style-type: none"> ✓ Parents evening and SEND reviews as needed ✓ Additional parents appointments for more sensitive issues 	<ul style="list-style-type: none"> ✓ Signposting to external agencies ✓ TAC (Team Around the Child) and CAF (common assessment framework) meetings ✓ Safeguarding procedures ✓ Ongoing dialogue ✓ Referrals e.g. to family support ✓ Use of 'Edukey' for sharing and reviewing IEPs and other individual plans.

3. The curriculum

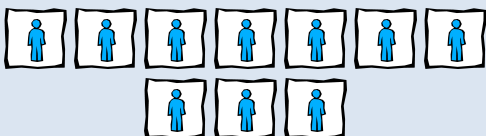


<p>Whole school approaches. The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ A dynamic, child-led curriculum ✓ Outdoor learning provision ✓ Flexible groupings ✓ Resources to support learning e.g. word mats for topic, cubes for maths ✓ Differentiated activities to support and challenge ✓ Writing & Maths targets ✓ Pre/post tutoring ✓ Dyslexia friendly 'tools' and 'strategies' ✓ Carefully planned ks1 phonics program (Read Write Inc) ✓ Emotion coaching activities and strategies ✓ Laptops and chrome books ✓ Interactive whiteboards ✓ Regular reading with an adult ✓ Visual timetables ✓ White Rose Maths planning ✓ Use of online resources to aid planning ✓ Use of online resources such as Timetable Rockstars and accelerated readers to support English and Maths ✓ Use of accelerated reader and other online systems that can be pitched at all levels ✓ Approaches influenced by current, relevant and impactful educational research and literature including Paul Dix, Guy Claxton, Tom Sherrington, Rosenshine and Tom Bennett 	<ul style="list-style-type: none"> ✓ Additional interventions to support pupils as needed for example: <ul style="list-style-type: none"> ✓ Handwriting ✓ Daily and targeted reading ✓ Emotion coaching ✓ Extended challenge opportunities ✓ Phonics catch up programs as needed for pupils in key stage 1, and in some cases, key stage 2 ✓ Flashcards for fluent reading ✓ Online resources for support/extension e.g. timestable rockstars and ClassDojo online learning resources, Google Classroom 	<ul style="list-style-type: none"> ✓ More specialised and tailored versions of programs identified in the 'targeted' section e.g. in smaller groups or 1:1 ✓ 1:1 support/provision e.g. support in class or more tailored support outside of the classroom e.g. social stories for pupils with social difficulties ✓ We use online learning tools to support basic skills e.g. Timestable Rockstars and ClassDojo online learning resources, Google Classroom

4. Teaching and learning




<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ A Read Write Inc based program of phonics to lead on phonics setting and assessment ✓ Use of 'White Rose' planning co-ordinated by the MAT Maths lead to ensure that Maths teaching matches the curriculum and to support staff to provide 'mastery' activities in Maths lessons ✓ Ongoing and regular training for all staff in English and Maths through our Trust and other partner schools ✓ An ongoing whole school 'Emotion coaching' ethos including whole class activities during times of transition e.g. learning to learn week and activities ✓ Whole school focus on Christian values ✓ Staff performance management ✓ Whole school intervention monitoring ✓ Pupil progress meetings ✓ Continued professional development and training for staff ✓ Support through the Multi-Academy Trust to share good practice and for expertise to be used appropriately and widely. ✓ Regular moderation meetings within our academy trust e.g. comparing writing across the MAT. ✓ Cluster meetings within the Multi-Academy trust e.g. SENCOs and EYFS leads ✓ Laptops/chrome books ✓ Dyslexia friendly tools and strategies ✓ Learning conferences ✓ Pupil conferencing 	<ul style="list-style-type: none"> ✓ Laptops/chrome books for extension/support ✓ Online activities to support the curriculum in an enjoyable way e.g. Timestable Rockstars, Accelerated Reader ✓ Use of 'Edukey' for creating and sharing IEPs, behaviour plans and pupil passports. 	<ul style="list-style-type: none"> ✓ Training for pupils with specific needs e.g. up to date first aid training, training in using visuals ✓ We use online learning tools to support basic skills e.g. Maths and English games ✓ Time and support to access online activities to support the curriculum in an enjoyable way e.g. Timestable Rockstars, Accelerated Reader

<ul style="list-style-type: none"> ✓ Online activities to support the curriculum in an enjoyable way e.g. Timetables Rockstars, accelerated reader ✓ Allocation of chrome books for children at home for year 5 and 6 ✓ Outdoor learning provision including ✓ Approaches influenced by current, relevant and impactful educational research and literature including Paul Dix, Guy Claxton, Tom Sherrington, Rosenshine and Tom Bennett 		
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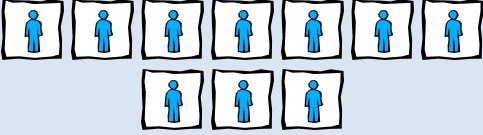


5. Self-help skills and independence

<p style="text-align: center;">Whole school approaches The universal offer to all children and families</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Learning tools e.g. cubes for maths available in each classroom ✓ Self and peer assessment in marking ✓ Blue pens to respond to marking ✓ Classroom displays for learning and celebration ✓ Class forums to share views ✓ Chrome books/laptops to support learning ✓ PSHE lesson discussions and debates ✓ 'Open/optional' topic based homework tasks ✓ Outdoor learning activities ✓ School residential trips for ks2 and overnight stays for ks1 ✓ 'Emotion coaching' strategies and activities ✓ Daily Maths homework 	<ul style="list-style-type: none"> ✓ Transition activities for pupils moving to secondary school as needed e.g. learning how to read a time table, finding out what equipment they will need, where they will need to go to catch the bus ✓ 'Emotion coaching' approach to support and teach self help skills, independence and confidence 	<ul style="list-style-type: none"> ✓ Interventions such as social stories and sticker systems for communication difficulties and to encourage good behaviour choices ✓ More tailored transition activities for pupils moving to secondary school e.g. working in partnership with the secondary school to support extra visits

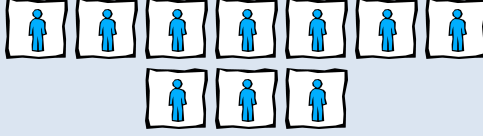


6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ PSHE/learning to learn activities for all classes ✓ School staff available for pupils at all times of the day ✓ Class TAs are also dinner supervisors ✓ Whole school focus on Christian values including whole school activities and assembly themes ✓ 'Emotion coaching' style support ✓ Support from an MHST practitioner ✓ Class dojos and regular tracking of behaviour using sims to help with 'pattern spotting' ✓ Class dojos and regular tracking of behaviour using Bromcom to help with 'pattern spotting' ✓ Regular Health and Wellbeing themed weeks including a learning to learn week at the start of the academic year ✓ PSHE activities promoting good mental health and on themes such as bullying ✓ PSHE planning in line with national curriculum expectations ✓ Whole school assemblies to support exploration of social and emotional topics ✓ We teach online safety as part of our ICT curriculum, to ensure that pupils are safe online. ✓ Extra curricular clubs ✓ Reflective areas ✓ Outdoor learning provision. 	<ul style="list-style-type: none"> ✓ There is ongoing secure information sharing within school, so that all staff are aware of the best strategies for supporting different pupils ✓ More tailored workshops such as Anti-Bullying workshops as needed ✓ 1:1/small group 'Emotion coaching' activities 	<ul style="list-style-type: none"> ✓ 1:1/small group 'Emotion coaching' activities ✓ Counselling services or other external agencies ✓ Safeguarding procedures

7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Pupil playtimes in mixed year groups (adapted in line with covid risk assessments) ✓ Children of all year groups sit together at lunchtimes ✓ Fundraising social events by PTA and the school ✓ Use of talk partners ✓ Online collaboration using google classroom ✓ Extra curricular clubs ✓ 'Emotion coaching' approach to support social skills ✓ Shared forums on online games e.g. Timestable Rockstars and mathletics ✓ Outdoor learning provision 	<ul style="list-style-type: none"> ✓ Opportunities for older pupils to mentor younger pupils e.g. play leaders 	<ul style="list-style-type: none"> ✓ Speech and language support for pupils that need support in making conversation with others ✓ 1:1/small group 'Emotion coaching' activities

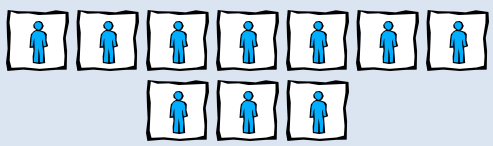
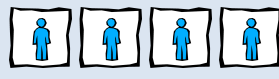

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ 'Arena' help us to deliver an all round curriculum including PE and other outdoor education opportunities 	<ul style="list-style-type: none"> ✓ Adaptations are made to the learning 	<ul style="list-style-type: none"> ✓ The school constantly reviews and seeks out

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<ul style="list-style-type: none"> ✓ MAT sports specialist who supports all staff with PE planning. ✓ Regular use of school grounds and local area for learning opportunities ✓ Pupils' work is displayed throughout school, in a range of ways. ✓ Classrooms include a good mix of celebration of pupils' work and working walls to support pupils' learning ✓ School achievements are celebrated in the local media ✓ Residential trips with other children in the MAT ✓ Safe use of laptops/chrome books with e-safety lessons to support ✓ 'Emotion coaching' approach to promote positivity and a happy environment ✓ Use of class dojo for praise and reward ✓ Outdoor learning provision. 	<p style="text-align: center;">environment to suit individuals</p>	<p style="text-align: center;">budget opportunities to support the development of the school grounds for easy and comfortable access</p> <ul style="list-style-type: none"> ✓ Changes can be made if needed
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9. Transition from year to year and setting to setting

<p style="text-align: center;">Whole school approaches The universal offer to all children and families</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Communications between different stages e.g. discussions with Wadebridge School as pupils move to year 7 and visits to the local nursery for new starters ✓ Transition time for all pupils in the summer term where pupils experience their new classrooms. ✓ Parents invited to parent forums to discuss concerns and ideas ✓ Transition day for secondary school is supported ✓ Liaison with staff from the secondary schools ✓ Open afternoons ✓ Developing confidence using laptops and chromebooks in preparation for secondary school ✓ 'Emotion coaching' approach to support transition 	<ul style="list-style-type: none"> ✓ Additional transition activities for year 6 moving to year 7 as needed e.g. for pupils with social difficulties, pupils with dyslexic difficulties or if parents are simply concerned. ✓ Liaison with the secondary school and other external agencies for ideas e.g. Educational Psychologist, Speech and Language 	<ul style="list-style-type: none"> ✓ Meetings, telephone discussions or email communication with key members of staff in the new or old settings ✓ Detailed records are kept and passed on to new settings as part of this process

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	Therapist and access to transition activities for pupils moving to year 7	
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Services and organisations that we work with:

Service/ organisation	What they do in brief	Contact details/Further information (including where to find information about referring)
St Barnabas Multi Academy Trust - partner schools	Support each other through the Multi-Academy trust. e.g. regular meetings and sharing good practise Millbrook CE Primary School St Martin's CE Primary School Quethiok CE Primary School Braddock CE Primary School St Nicolas CE Primary School Antony CE Primary School St Mellion CE Primary School St Dominic CE Primary School St Petroc's CE primary School St Winnow CE Primary School St Tudy CE Primary School Lerryn CE Primary School St Mabyn CE Primary School St German's Primary School	https://st-martins.cornwall.sch.uk/ St. Martin's CE Primary School Lake Lane Liskeard Cornwall PL14 3DE 01579 344042 https://quethiok.cornwall.sch.uk/ Quethiok CE School Quethiok Liskeard Cornwall PL14 3SQ 01579 343588 https://braddock.cornwall.sch.uk/ Braddock CE Primary School East Taphouse Liskeard Cornwall PL14 4TB 01579 326136 https://millbrook.cornwall.sch.uk/ Millbrook CE Primary School Blindwell Hill, Millbrook Torpoint, Cornwall PL10 1BG 01752 822471 https://st-nicolas.cornwall.sch.uk/ St Nicolas CE Primary School Downderry Torpoint Cornwall PL11 3LF 01503 250565 https://antony.cornwall.sch.uk/ Antony CE Primary School Antony Torpoint, Cornwall PL11 3AD 01752 812555 https://st-mellion.cornwall.sch.uk/ St Mellion C of E Primary School St Mellion Saltash Cornwall PL12 6RG 01579 350567 https://st-dominic.cornwall.sch.uk/

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		<p>St Dominic C of E Primary School St Dominick, Saltash, Cornwall PL12 6SU</p> <p>Tel: 01579 350581</p>
Wadebridge Secondary School	<p>Wadebridge are our main link secondary school, many of our pupils attend LSCC when they leave us in year 6. As such we work in partnership with them to ensure the transition to secondary school is a comfortable and confident once for all our school leavers.</p>	<p>Gonvena Hill, Gonvena, Wadebridge PL27 6BU Tel: 01208 812881 https://www.wadebridge.cornwall.sch.uk</p>
Early Help Hub	<p>What is Early Help? Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or disability.</p> <p>Vision for Early Help Early Help in Cornwall aims to ensure that services to support children, young people and their parents are there when they need them. Early Help is about identifying problems at an early stage and providing purposeful and effective help as soon as possible once they have been identified, working with families to solve those problems before they get worse.</p> <p>What is the Early Help Hub? The Early Help Hub is the single point of access for council and community based health Early Help services for children, young people and families in Cornwall. This is the point of contact for advice and requests for support for a child or young person who:</p> <ul style="list-style-type: none"> ● May have additional needs that cannot be met solely by universal services and; ● Where there is no perceived risk of significant harm. 	<p>www.cornwall.gov.uk/earlyhelphub 01872322277 earlyhelphub@cornwall.gov.uk</p>
Family Information Service (FIS)	<p>The Family Information Service is service provided in Cornwall to bring together a wealth of information for parents and professionals alike, about what is available to support families in Cornwall. It is a great starting point for finding out extra information on the services we work with as a school, as well as services provided for families. It has many useful links and contacts on the website. They are a very supportive team who are always happy to answer your questions, if it can't be found on the website.</p>	<p>visit https://www.supportincornwall.org.uk/kb/5/cornwall/directory/family.page?familychannel=0</p> <p>Family Information Service Cornwall Council 39 Penwinnick Road St Austell Cornwall PL25 5DR Tel: 0800 587 8191 Tel: 01872 323 535 Email: fis@cornwall.gov.uk</p>
Multi Agency Referral Unit (MARU)	<p>Here we can seek advice and make referrals in cases of child protection.</p>	<p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/</p> <p>Who to contact if you have concerns about a child: Multi-agency Referral Unit - 0300 123 1116 Out of Hours Service - 01208 251300 multiagencyreferralunit@cornwall.gov.uk</p>

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The Speech and Language Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing. They support us by carrying out assessments and 1:1 sessions, as well as providing us with resources to support our pupils	https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy
The Autism team/ Autistic Spectrum Disorder Assessment team (ASDAT)	The Autistic Spectrum team support us in providing for pupils with a diagnosis of Autism. We work closely with them to provide resources and support to pupils and their families. The ASDAT team is the more specialised assessment team, who work mainly in diagnoses of Autism. We contact the ASDAT team if we are seeking information on assessment.	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/
The Educational Psychologist (EP)	Educational Psychologists are specialists in learning, emotional well-being and child development. We work directly or indirectly with children and young people. We also provide advice to their parents and other adults who teach and support them. In Cornwall, Educational Psychologists (EPs) work as part of the Children's Psychology Service. This is part of Children and Family Services. For additional cases, we work with other local EPs e.g. for further assessment, support and activity sessions. We pay for these additional services.	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/
The Cognition & Learning Team	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties	Jo Davidson is our link advisor. https://www.cornwall.gov.uk/cognitionandlearning
Hearing Support Team	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people who are affected temporarily or permanently by some degree of educationally significant hearing loss. Their support includes hearing tests in Year 1 and additional referrals for support if required	https://www.cornwall.gov.uk/hearingsupport Hearing Support Team The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB 01726 61004 Text: 60030 Email: hearing.support@cornwall.gov.uk
School Nurse	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. School Nursing Cornwall offers health assessments to all children when they start primary and secondary school. This information is used by the NHS to help plan and improve services for children.	https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/ Contact and referrals can be made through through Early Help Hub above.

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	<p>As well helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school.</p> <p>We also work with the epilepsy nurse in our area for training and support for individual pupils</p>	
Vision Support Team	<p>The team work with children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years settings and schools to enable them to overcome barriers to their education caused by their vision loss.</p>	<p>Vision.support@cornwall.gov.uk</p> <p>https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/vision-support-team/</p>
Occupational Therapy Team	<p>The Occupational Therapy Service for children and young people is part of Cornwall's Social Care, Disabled Children & Therapy Service. We provide an equipment and adaptation service to disabled children and young people in their own homes.</p> <p>The Occupational Therapy service is available for any disabled child or young person resident in Cornwall aged 0 - 18 years who has a permanent and substantial learning or physical disability and a need to improve their access, independence, and activities of daily living.</p> <p>We usually assess children and young people who have:</p> <ul style="list-style-type: none"> A physical disability A learning disability A chronic life-limiting or life-threatening condition Sensory impairment or loss Autism Spectrum Condition Other complex needs 	<p>https://www.supportincornwall.org.uk/kb/5/cornwall/directory/service.page?id=YYS.T9.TTphYo&newlocalofferchannel=5-2</p>
Child and Adolescent Mental Health Services (CAMHS),	<p>Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18.</p> <p>The service helps children and young people deal with emotional, behavioural or mental health issues. These include:</p> <ul style="list-style-type: none"> Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem Problems with behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss <p>We can seek advice or make referrals for special cases.</p>	<p>Contact can be made through the Early Help Hub above.</p> <p>https://www.supportincornwall.org.uk/kb/5/cornwall/directory/service.page?id=RR05CoFs6cg</p>