SEN Information report

2020 to 2021

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims of our provision regarding pupils with special educational needs and/or disability.

The aims of our policy and practice in relation to special educational need and disability in this school are:

• To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.

• To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

• To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum

• To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need: 1. Communication and interaction, 2. Cognition and learning, 3. Social, mental and emotional health, 4. Sensory/physical.

• To request, monitor and respond to parent/carers' and pupils' views to evidence high levels of confidence and partnership.

• To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

• To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of pupils.

• To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The kinds of SEND that are provided for at the school.

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered as falling under four broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical**

Communication and Interaction needs

The profile for every child with communication and interaction needs is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times in their lives.

- Speech, language and communication needs (SLCN)
- Autism

Cognition and Learning;

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- Specific learning difficulties (SpLD): dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as

displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or reflect the way a child is coping with a current loss or trauma. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Attachment Disorder

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

School policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO

Identifying children with SEND and assessing their needs.

At St. Catherine's C of E Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting.
- Assessment information – is the child performing below age-related expectations?
- School based assessments carried out initially by the class teacher .
- Further school based assessments carried out by the SENCo where concerns have been raised.
- Concerns raised by parents, pupils, or school staff.
- Liaison with external agencies.
- Health diagnosis

Who to contact to talk about your child's Special Educational Needs or Disabilities (SEND)

1) The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) alongside the Special Education Needs/Disabilities Co-ordinator (SENDCo).
- Setting individual targets using an individual action plan, and sharing and reviewing these with

parents / carers at least termly.

- Personalised teaching and learning for your child as identified on the school's provision map and in relation to their individual action plan.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing support that Teaching Assistants or Intervention Teachers provide for your child.
- Ensuring that parents / carers are involved in supporting the child's learning.
- Providing work /ideas to be used at home to help your child achieve their personalised targets.

2) The Special Needs/Disability Coordinator (SENDCo)

Name / contact details: Tracey Laithwaite tlaithwaite@andaras.org

Responsible for:

- Overseeing the day-to-day operation of the schools SEND policy.
- Coordinating provision for children with SEND and advising on the deployment of the school's staff & resources.
- Providing specialist support for teachers and support staff in the school.
- Being a key point of contact with external agencies, especially the local authority and its support services and liaising with parents of children with SEN.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of the child's progress and needs are kept.

Arrangements for consulting parents of children with SEN and involving them in their child's education.

Consulting parents of children with SEN and involving them in their child's education.

If a child is identified as not making progress, the school will set up a meeting to discuss this with parents / carers in more detail and to:

- Listen to any concerns they may have.
- Plan any additional support your child may need.
- Discuss with parents / carers any referrals to outside professionals to support their child.
- The school will aim to ensure that parents / carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing

All parents have a formal opportunity to liaise with their child's class teacher twice a year during our Parent/Teacher Consultation days. In addition, all parents receive a written report identifying how their child is progressing in all areas of the curriculum.

If a child is identified as not making progress, the school will set up a meeting to discuss this with parents in more detail and to:

- Listen to any concerns they may have.
- Discuss/review a Provision Map.
- Plan any additional support the child may need.
- Discuss with parents / carers any referrals to outside professionals to support the child.

Please note that the class teacher is regularly available afterschool to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school, so that similar strategies can be used.

Via appointment, the SENCo is available to meet with parents / carers to discuss the child's progress or any concerns/worries.

- All information from outside professionals will be shared with parents / carers either through a direct discussion or in a report.
- In some case a home-school link book is set up to aide regular communication between home and school.

Arrangements for consulting young people with SEN and involving them in their education.

The school will ensure that the views of the child are considered. This could be through involving the child in all or part of the discussion itself or gathering their views as part of the preparation.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

1. classroom observation / learning walks by the senior leadership team, the SENCo, external verifiers,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils

with SEND,

5. pupil and parent feedback on the quality and effectiveness of interventions provided,
6. attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as Parents' Evenings.

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified swiftly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess**: Data on the pupil held by the school will be collated by the class/SENCo to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do**: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
4. **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex, and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us from another school:

- If the child has a Statement of SEN or an EHC Plan the SENCo will visit the previous setting and attend the annual review.
- The child will be able to visit our school and stay for sessions as appropriate.
- Parents / Carers will be invited to attend a visit/tour to meet the Teacher, Headteacher and SENDCo (if appropriate)
- Parents /Carers may be given an opportunity for additional visits where appropriate to help to prepare their child for the move to the school.
- All records are sent to us from the previous school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Provision Maps and other SEND records will be shared with the new teacher.
- Every child will have a 'meet the new teacher' session to meet their new teacher and class.
- The child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.
- The child may be provided a sensory story with photos of their new teachers and classroom Environment to share at home.

In Year 6:

- The SENCo and class teacher will discuss the specific needs of the child with the SENCo of the child's secondary school. Where appropriate, a transition review meeting to which parents / carers will be invited will take place with the SENCo from the new school.
- Where possible, the child will visit their new school on several occasions, and in some cases staff from the new school will visit the child in this school.
- In some cases a Pupil Profile is created with the pupil to help them inform their new setting about their likes and dislikes.
- Current records relating to the child's SEND provision will be passed on to the Secondary School.
- If the child has a Statement of SEND or an EHC plan then a representative from the secondary school can be invited to attend the annual review meeting in Year 5 and Year 6.

The approach to teaching children and young people with SEN.

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

This would mean:

- That the teacher has the highest possible expectations for the child and all pupils in their class.
- That all teaching is built on what the child already knows, can do and can understand.
- That different ways of teaching are in place, so that the child is fully involved in learning in class.
- That specific strategies (which may be suggested by the SENCo) are in place to support the child to learn well.
- The teacher will have carefully checked on a child's progress and will have decided that the child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress, either during the lesson or in addition to it

b) Targeted intervention work (either 1:1 or in a group)

Intervention which may be:

- Run in the classroom or outside of class.
- Run by a teacher, teaching assistant (TA) or an intervention teacher (IT)

c) Personalised learning targets

At St. Catherine's School teachers will work closely with parents, the child and the SENCo to decide what interventions and support need to be put in place for children identified as requiring additional provision. Small, measurable, achievable, relevant and time-dependant (SMART) targets will be identified. This will be recorded on a Provision Map with a date to review the targets. The Provision Map will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Provision Map will be reviewed. The Map will be shared with all the professionals working directly with the child.

Where appropriate, the Provision Map will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

d) Statutory Assessment of Needs

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by professionals as needing a particularly high level of individual or small-group teaching and/or specialised training or equipment.
- This type of support is available for children with specific barriers to learning that cannot be overcome through 'Quality First Teaching' and intervention groups.
- The child will also need specialist support in school from a professional outside the school.
- The school (or parents / carers) can request that Local Authority Services carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about the child, including Provision Maps and the All About Me), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask parents / carers and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support the child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for the child.

How the school monitors a child's progress.

A child's progress will be continually monitored by his/her class teacher.

- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and maths, through pupil progress meetings.
- If your child is in KS1 or KS2 working below National Curriculum standards, a more sensitive assessment tool can be used which shows children's attainment in more detail – breaking learning

down into smaller steps.

- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have a Provision Map based on targets agreed by teachers, parents, and where appropriate the SENCo and/ or external agencies which are specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The SENCo will also check that the child is making good progress within any individual work and in any group that they take part in using Provision Maps.
- Regular book scrutinies and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning remains high.
- For all children with an Education, Health and Care plan, an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

Deciding upon the type and how much support a child will receive

The school budget includes money for supporting children with SEND and the head of school / executive head decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the local governing body, based on needs in the school. The school identifies the needs of SEND pupils on a SEND register in conjunction with a resource-based provision map. This identifies all support given within school and is reviewed at least termly so that the needs of children are met, and resources are deployed as effectively as possible.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using small steps for children working at Pre Key Stage) and will ensure that a child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of a child where necessary.
- Specific resources and strategies will be used to support the child individually and in groups.
- Planning (including small steps for specific intervention programmes) and teaching will be adapted, daily if needed, to meet a child's individual learning needs.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or interventions they are running
- The School SENCo holds the National Award for SEN Co-ordination and is a member of the School's leadership team.
- Support Staff receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

Evaluating the effectiveness of the provision made for children and young people with SEN.

School leaders will undertake a range of monitoring and evaluation activities to ensure the effectiveness of the school's SEN provision. These will include observations of SEND pupils learning; looking at evidence in books; discussions with staff, pupils & parents: regularly reviewing tracking and progress information; reviewing the impact of the school's SENCo; evaluating the effectiveness of the deployment of staff and resources; and the implementation of the school's SEN policy and practices. Monitoring and evaluation will be used inform future developments to our SEND provision.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

All activities in the classroom and all trips outside of school will be planned so that all children within the class can be included. In some cases, additional adults and/or resources will be used to enable this.

Support for improving emotional and social development, Including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

- All children receive a PSHE (Personal, Social and Health Education) curriculum to support their

development which is tailored to the classes needs.

- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support for children to develop skills in play and social interaction
- Peer mentors/buddies/playground pals are trained to support fellow students.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Specialist Support offered by Outside Agencies

This means a pupil has been identified by the SENCo and Class Teacher as needing some extra specialist support in school from a professional outside the school. This may be from outside agencies such as:

- Communication & Interaction Team,
- SEN Support Team
- Education Psychology Service
- Hearing Support Team
- Speech and Language Therapy Service
- Integrated Children Services
- Occupational Therapy Service
- Children and Adolescence Mental Health Service
- School Nurse
- Family Support
- Cognition and Learning Team
- Parent Support Advisor
- Physical and Medical Advisor
- Child and Family Support Worker
- Autism Team
- Health Visitor (under 5 years)
- Social Care
- Dreadnaughts
- Penhaligons Friends

Parents will be asked to give their permission for the school to refer their child to a specialist professional.

- The specialist professional will work with the child to understand their needs and make recommendations as to the ways your child is given support.

Arrangements for supporting children and young people who are looked after by the local authority and have SEN.

It is important that all children with SEN receive the educational provision which meets their needs. However for looked after children, many of whom will have had difficult and unstable lives before entering care, it is imperative that their needs are quickly and effectively assessed and provided for so that their educational instability is reduced to a minimum.

For children with SEN, but without Educational Health Care Plans, the school will assess and where necessary put appropriate provisions in place for the children special educational needs as stated in section 317 of the Educational Act 1996.

The local authority has a duty, where necessary, to undertake assessments and maintain Educational Health Care Plans for children with SEN, including looked after children.

Where it becomes necessary to conduct an assessment of their special educational needs, the local authority in which they are 'ordinarily resident' will be the authority responsible for undertaking the assessment. Being an out-of-authority looked after child should make no difference to the assessment process.

Special arrangements in relation to COVID-19.

From September, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

St Catherine's will be providing the following:

From September each class will be a 'bubble'. They will remain with their bubble for all lessons and breaks. The exceptions to this will be children attending breakfast club or travelling to school in a taxi.

- The school staff will be able to move freely between bubbles. Intervention groups and after school clubs should be able to run again. However, staff will maintain social distancing and avoid contact wherever possible.

Staggered start and finish times will be used as per the government guidance, to reduce congestion and therefore the mixing of too many adults at these times.

We have reduced the lunchtimes to ensure that the staggered times do not shorten the teaching time for children. Infants should enter and line up to the left as you enter the school, juniors should enter to the right and up around the rear of the school. Please follow signage and one-way systems. Older children will be expected to line up on social distanced spaces outside of their classrooms. Again, we are

sorry but parents cannot be admitted to the building and will need to drop promptly to maintain social distancing for the next in line to drop or collect. Times:

Nursery: 9.00-3.00

Reception: 8.40 – 2.55 (The first week will be a transition week)

Year 1: 8.50 – 3.05

Year 2: 9.00-3.15

Year 3: 8.40-2.55

Year 4: 8.50-3.05

Year 5: 9.00-3.15

Year 6: 9.10-3.25

Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.

Children will have access to SEND provisions. These include:

- activities linked to the outcomes on their Education Health Care Plans.
- visual supports such as visual timetables, working memory boards, now and next cards or task cards.
- coloured overlays, ear defenders and sensory boxes.
- technology where appropriate, such as laptops and LearnPads.
- Access to resources to support emotional well-being, such a social or emotional stories.
- Online provisions, spelling shed, Times table Rockstars and SPaG.com.
- In class provisions, such as precision teaching, Numicon and SALT activities.
- Interventions will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- EHCP annual reviews or meetings will be held via Zoom/Microsoft Teams/Telephone call with professionals and parents.
- Outside agencies will begin providing interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, St Catherine's will ensure:

- Daily work will be set by the class teachers and contact available via Class Dojo, Zoom, Microsoft Teams or a Telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.
- Parents of SEND pupils may continue to require our support at this time and the messaging facility on Class Dojo allows for private conversations to be had between staff and parents. The SENCO can be reached at tlaithwaite@andaras.org.

Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

External agencies will become involved if necessary following the usual graduated response process detailed above.

Transition

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher as well as the SENDCo and PSA where relevant. We also continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.

The contact details of support services for parents of pupils with SEN.		
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	Assess and monitor speech and language problems	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Child and Adolescent Mental Health Service	Support with children showing signs of mental health or significant social difficulties	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
School Nurse	Support with medical difficulties	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Social Care	Support for families struggling with care aspects regarding their children	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Family support	Support for families regarding issues within the home which don't relate to care concerns	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Educational Psychology Practise	Support, observation and assessment of children with concerning academic or social progress at school.	Accessed through the school
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	01872 323022
Autism Spectrum support Centre	Autism resource and information centre	01872 278378
Dreadnaught	Socialisation, anger management, self esteem, bereavement, domestic violence, abuse, young carer support (this a payable service)	www.thedreadnaught.co.uk 01209 218764
Diabetic Nursing Team	Supporting children who have diabetes	01752 439444

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENCo, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the head of school / executive headteacher and Chair of the Local Governing Body. A copy of the school's Complaints Procedure is available on request from the school or from the school website.