

**‘A Happy Place Where ALL Children Learn.’**

**Ladock C of E School**

 **Ladock, Truro, Cornwall, TR2 4PL OFSTED URN 112010**

**Tel No. 01726 882622 www.ladock.cornwall.sch.uk**

**Our ‘Local Offer’ for Special Educational Needs and Disability**

The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information contained in this document stands alongside the school Local Offer, giving specific information regarding the Early Years Foundation Stage. We work within the guidance of the Early Years Foundation Stage Framework (EYFS) and in line with the Special Educational Needs and Disability Code of Practice 0-25 years. We use these to promote each child’s learning and development. We regard each child as being unique and endeavor to meet their individual needs.

**Context:**

Ladock is a small, rural school with 93 on roll including 15 children in our nursery. 3 year old children are accommodated within a class of reception children supported by two adults including one qualified teacher. We currently have 27% of our children are on our Register of Need. Only 10% of these are Early Years children. Ladock is a very mono-cultural community although we do have 3% of children with English as an additional language (these children speak Polish). Due to the nature of our community, we do endeavor to raise children’s awareness of different cultures through our teaching and Collective Worship. Visitors are invited in to share their own cultures and links have been made with schools in other countries in order to share different cultural experiences.

We have a number of children with various medical and dietary requirements. Information is sensitively shared amongst staff so that their needs may be catered for.

We currently have no wheelchair users within our school community but we do have wheelchair access.

**Responsible Persons:**

The responsible person for SEND is Mrs Rachel Moseley (SENDCo).

The Nominated Person on the Local Governing Body responsible for SEND is Mrs Shirley Soper.

**How does Ladock School know if Early Years Foundation Stage children need extra help and what support to provide?**

* Initially, we encourage parents to visit our school with their child and share information with us regarding the strengths and needs of the child to create a positive partnership. Any concerns you might have about your child or specific needs which must be met will be discussed at this point. Children’s interests, dislikes and learning styles will also be shared.
* Home visits or setting visits are made for all children before they join our nursery.
* A welcome pack is sent out to all parents before their child joins the school. Within this is an opportunity for parents to share information about their child’s interests and needs.
* EYFS tracking sheets are used for all children which allows us to identify any developmental concerns.
* Baseline assessments are carried out for children starting in reception through Early Excellence.
* We continue to assess through observations and play based learning and then plan the environment accordingly. The children then plan their learning and review it through photographs and talk at the end of each session.
* Children in the nursery and reception cohorts are observed as often as possible to get an insight into how they learn and what they enjoy learning about. Frequent short observations are carried out and two long observations per child every half-term.
* Through these ongoing observation and assessments, linked to the Early Years Foundation Stage, a learning journal will be produced. Any possible individual need identified will then be discussed with you and strategies put in place for your child to achieve their full potential.
* We have previously applied for Place Plus funding in order to support one child.
* Reports from Health Care Professionals may identify a child’s individual needs and we will include these

 in your child’s learning and development. Targets set by these professionals will be addressed.

* Staff attend regular training to ensure they are confident and knowledgeable in addressing specific needs (for example, Team Teach. Makaton. ASD, behaviour support).
* Visual supports are used to support children’s individual needs, for example visual timetables, traffic lights etc.
* Small group intervention is carried out for specific children.

**What links does Ladock School have with other agencies?**

* Ladock School engage with a number of outside agencies on a regular basis. The following list is not exhaustive but gives some examples:
* Speech and Language therapist
* Child Development Centre
* Senior Locality SENDCo
* ASD Worker
* Pediatrician
* Occupational Therapist
* Physiotherapist
* Early Support

**What does Ladock School do to support children transferring to them?**

* We want children to feel safe and happy in the absence of their parents and to recognise staff as a source of help and friendship as well as authority.
* We aim to make the setting a welcoming place where children settle quickly and easily with the help of our Welcome Pack.

Consideration is given to the individual needs and circumstance of each child and their family.

* Children come to Ladock from a variety of pre-school settings including Happy Days nursery, The Child Development Centre, Child Minders.
* Children and their parents are encouraged to visit the school before they start and phased starts are often put in place.
* The class teacher and/or SENDCo visit the children’s current setting before they start at Ladock. This enables the member of staff to see the child in that setting and also to liaise with the staff.
* A number of ‘settling in’ sessions are offered to new children.
* When the child is ready to move to the next class, transition meetings are held with their class teacher and Learning Journeys and assessments are shared.

**How does Ladock School inform parents about how their child is being supported?**

*  Ladock has an ‘open door’ policy and you are welcome to speak to us at any time about your child’s development.
*  At the start of each new topic, a letter is sent out telling the parents about it and informing them of key events which take place in the class.
*  Parent interviews are offered to provide an opportunity to review your child’s progress and learning journal in line with the Early Years Foundation Stage.
* Ladock School has a ‘Home School Agreement’ which is shared with new parents and redistributed annually.
* From reception, children are asked to bring a book bag and are given a reading record book. This is used as a form of communication with parents.
* Collective Worship is held in the Church on a Friday and parents are invited to join us and help us celebrate the children’s achievement form that week. Children from reception age join this.

 Photographic evidence of children’s achievements are used to enhance our Learning Journals.

 We produce a weekly Newsletter to inform parents of our what is going on and which children are being

 presented with awards. The Newsletter is posted on our Web Site together with any changes in our policies

 and procedures.

*  We value all parents’ views and opinions. We carry out an Annual Questionnaire asking for feedback on our provision so that we can improve our working practice by evaluating these results.
*  We encourage parents to share their interests and skills within the setting for the benefit of all children.

**What staff training is in place to support children with SEND?**

 Our SENDCo has completed specific SENDCo training and also attends network meetings each term to keep up-to-date with current policies and procedures and to cascade this information to all staff.

 All staff, as part of their Continuing Professional Development, undertake training to support all children’s

needs.

Specific training is matched to an individual child’s needs and staff will attend further courses if required.

Training opportunities provided by other professionals for individual children are welcomed.

**What specialist services and expertise is available at Ladock School?**

* The SENDCo and other members of staff have attended Team Around the Child Meetings and on occasions have acted as Lead Professionals.
* Our SENDCo has the National award for SEND coordination, Diploma in SpLd and is a County SEN consultant.
* Two members of staff have done basic Makaton training.
* All staff are Tier 2 Safeguarding trained with an additional two members of staff undertaking Tier 3 Safeguarding training.
* Staff are currently working with the Autistic Specialist Team.
* Staff training in SEND is always included in our plans for whole school and individual staff training according to need.
* At least 2 members of our staff are trained in tier 3 Child Protection.

**What support is offered regarding children’s health and well being at Ladock School?**

* PSED is regularly taught within the curriculum through circle time discussions, emotion stories, puppets, choosing class rules etc.
* Mrs Lisa Michell (Headteacher) is also our designated Safeguarding Lead with our Senior Teacher, Mrs Mary Stevenson, as deputy. Both have completed their Tier 3 Safeguarding training.
* Quiet areas are incorporated into the school environment.
* When necessary the school engage with services that support children emotionally such as CAMHS.
* Our open door policy ensures parents can inform us of any change in circumstances.
* One morning a week parents are invited to come in to the classroom to look at their child’s learning.
* Elaine Milling is our Thrive lead practitioner
* Mrs Julie Gilbert is our dyslexia champion
* Miss Jo Morcom is our ASD champion

**What is Ladock School’s Complaints Policy?**

We are part of a Multi Academy Trust and there is a complaints policy for this Trust. This complaints policy can be found on the Trust’s website: www.stpirans.co.uk

**How accessible is Ladock School and how will my child be included in all activities?**

* All areas of Ladock School (inside and outside)are accessible by a wheelchair.
* There is an accessible toilet in the main building which can also be used as a discreet changing area.
* Door frames are wide enough to accommodate a wheelchair.
* There are many visual supports around the school to label certain areas and exits.
* We will make changes or adapt our facilities, if needed and in line with, an appropriate risk assessment.

* All staff are DBS checked.

An Intimate Care policy is in place.

* Risk assessments are carried out for any trips to identify any risks or barriers.
* Parents are invited to help with trips if it is appropriate to meet their child’s needs.
* Resources are easily accessible to all children when participating in 'self-chosen' play.
* Any outside trips undertaken are in line with the statutory requirements of the Early Years Framework.
* We support families whose first language is not English.
* Where necessary additional support from outside agencies is sourced to ensure an inclusive practice.