



Ladock C of E School (Celtic Cross Education)

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

Ladock is an active and happy Church of England primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have.

Our School is part of Celtic Cross Education Multi Academy Trust.

Managed centrally, the trust will provide school improvement opportunities, financial stability and a family network of schools that under the common synergy of a Christian based learning environment will provide high quality education in rural Cornwall.

We want all of our pupils and staff to succeed and our promise is to try our best to give each and every pupil that opportunity to achieve and to reach their full potential.

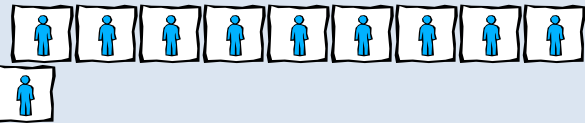


The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Ladock are all trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions and, where necessary, other learning interventions developed on an individual need basis. We also seek support from external agencies where appropriate. The planning and delivery of the curriculum is differentiated by our talented team of teachers and their assistants.

Our Special Educational Needs and Disability Coordinator is Mrs Sarah Swift (PgCert The National Award for Special Educational Needs Coordination) and our school monitoring council chair is Mr Andrew Nicholson andrew.nicholson@celticcross.education

Name and contact details of the Special Educational Needs and Disabilities Coordinator:
Mrs Sarah Swift sarah.swift@celticcross.education schools number 01726 882622

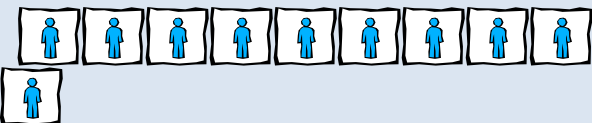


The levels of support and provision offered by our school

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> The views and opinions of all children are valued <input type="checkbox"/> Pupil voice is heard in all aspects of school <input type="checkbox"/> Pupil voice is heard through: <ul style="list-style-type: none"> - Class Circle Time - School Council - Head of School Questionnaires <p>Ladock School works in close partnership with all parents and carers and operates an ‘open door’ policy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents / Carers of all pupils are invited to attend Parent Consultation meetings <input type="checkbox"/> Reports are sent home annually detailing achievement and attainment in all areas of the curriculum <input type="checkbox"/> Children’s reading / homework diaries are used to encourage written dialogue between home and school <input type="checkbox"/> Parents / Carers know exactly who to contact if they have any concerns <input type="checkbox"/> Termly targets are sent home by the class teachers enable parents / carers to understand more about what their child is learning <input type="checkbox"/> Parents / Carers are encouraged to engage in 1 to 1 reading with their child at home as well as 	<ul style="list-style-type: none"> <input type="checkbox"/> Families are invited to attend extra-curricular activities <input type="checkbox"/> Families are invited to attend information sessions to help with supporting their child at home e.g. parenting skills, literacy and maths skills, phonics, SATs arrangements etc. <input type="checkbox"/> Parents / Carers are able to contact school regarding concerns at any time <input type="checkbox"/> Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. <input type="checkbox"/> Our school has a designated Child Protection Teacher and a Child In Need Advocate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews <input type="checkbox"/> PLPs are integrated within our individual pupil targets and shared with parents/carers <input type="checkbox"/> Parents’ / Carers’ views are an integral part of and form the basis of TAC meetings and SEND reviews <input type="checkbox"/> Advocacy is available to parents / carers on request to ensure the fulfilment of the above <input type="checkbox"/> All documentation is presented in a format that is accessible to individual parents / carers <input type="checkbox"/> Parents / Carers are encouraged to engage in 1 to 1 interventions and activities provided to support their child at home <input type="checkbox"/> Parents / Carers are encouraged to communicate to their child’s teacher and / or support assistant through the use of a home / school book

occasionally helping out with class reading sessions in school <input type="checkbox"/> Parents have access to the School Nurse – sessions are private and confidential <input type="checkbox"/> Home/School agreement makes roles absolutely clear <input type="checkbox"/> Parents are invited to join in Collective Worship every Friday which celebrate children's achievements throughout the week <input type="checkbox"/> Parents invited to celebrate in other, themed celebrations – invitation to harvest festival, for example		
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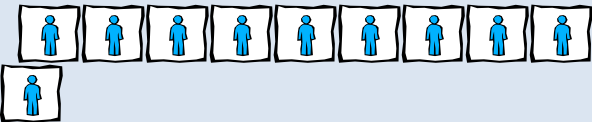


2. Partnership with parents and carers

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


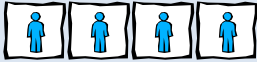

<ul style="list-style-type: none"> <input type="checkbox"/> Ladock aims to work in close partnership with all parents and carers . <input type="checkbox"/> Parents / Carers of all pupils attend Parent Consultation meetings termly <input type="checkbox"/> Reports are sent home annually detailing achievement and attainment in all areas of the curriculum <input type="checkbox"/> Children's reading / homework diaries are used to encourage written dialogue between home and school <input type="checkbox"/> Parents / Carers know exactly who to contact if they have any concerns <input type="checkbox"/> The school's website and termly overviews sent home by the class teachers enable parents / carers to understand more about what their child is learning <input type="checkbox"/> Parents / Carers are encouraged to engage in 1 to 1 reading with their child at home as well as helping out with class reading sessions in school <input type="checkbox"/> Parents have access to the School Nurse – sessions are private and confidential <input type="checkbox"/> Home/School agreement makes roles absolutely clear <input type="checkbox"/> Parents invited to celebrate in themed celebrations – invitation to harvest festival, for example <input type="checkbox"/> Parents are invited to join in Collective Worship every Friday which celebrate children's achievements throughout the week <input type="checkbox"/> Parents / Carers are invited to offer feedback through annual questionnaires <input type="checkbox"/> Parents / Carers are invited to take part in parent forums during which they can share their opinions and views. <input type="checkbox"/> Parents / Carers are invited to an annual information sharing evening <input type="checkbox"/> Pupil Premium <p>It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Families are invited to attend extra-curricular activities <input type="checkbox"/> Families are invited to attend information sessions to help with supporting their child at home e.g. parenting skills, literacy and maths skills, phonics, SATs arrangements etc. <input type="checkbox"/> Parents / Carers are able to contact school regarding concerns at any time <input type="checkbox"/> Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews <input type="checkbox"/> PLPs are shared with parents/carers <input type="checkbox"/> Parents' / Carers' views are an integral part of and form the basis of TAC meetings and SEND reviews <input type="checkbox"/> Advocacy is available to parents / carers on request to ensure the fulfilment of the above <input type="checkbox"/> All documentation is presented in a format that is accessible to individual parents / carers <input type="checkbox"/> Parents / Carers are encouraged to engage in 1 to 1 interventions and activities provided to support their child at home <input type="checkbox"/> Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book
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an annual statement. Our School will publish details of a report online annually. This report aims to detail information on how Pupil Premium has been used within school.		
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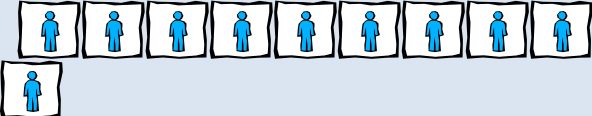


3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <input type="checkbox"/> The curriculum at Ladock School is designed and adapted to ensure the inclusion of all pupils <input type="checkbox"/> All pupils, regardless of their ability and / or additional needs, have full access to the curriculum <input type="checkbox"/> Assessments, including Dyslexia Screening, are used to identify pupils who may need specific interventions <input type="checkbox"/> Our SENDCO meets with parents on request to discuss any concerns that parents/ carers may have. 	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention strategies and programmes are led by the needs of the pupils <input type="checkbox"/> The progress of pupils taking part in intervention groups is measured on a regular basis and monitored over time for continuity <input type="checkbox"/> Intervention programmes are adapted as appropriate in light of pupil progress <input type="checkbox"/> Small group interventions include Read, write Inc, year 6 SATs preparation, 1st class @ number, additional curriculum support as required. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are supported in following their interests and individualised curriculum (where appropriate) regardless of their SEN and / or disabilities <input type="checkbox"/> Pupils with special needs and / or disabilities can access the curriculum with adult support as appropriate <input type="checkbox"/> In exceptional circumstances pupils, may be dis-applied from some subjects, tests or assessments. This must be agreed by all involved.

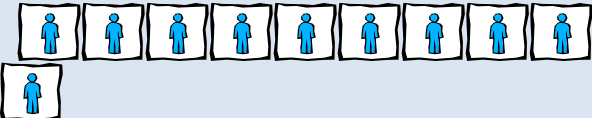


4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> All staff at Ladock use a ‘Dyslexia Friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all children <input type="checkbox"/> Lessons are carefully planned to include clear stages, progress checks and different teaching and learning styles <input type="checkbox"/> Groupings are made within classes and sometimes across classes or Key Stages. This is often by ability but is sometimes mixed ability or mixed age. <input type="checkbox"/> Preferred learning styles are used <input type="checkbox"/> Learning objectives are discussed for each lesson and displayed when appropriate <input type="checkbox"/> Differentiated success criteria are also discussed <input type="checkbox"/> Children’s work is regularly marked using Ladock’s approach (see marking policy) and targets are either visible or easily accessible for each child <input type="checkbox"/> Alternative ways of recording work are often used <input type="checkbox"/> Homework support is available 	<ul style="list-style-type: none"> <input type="checkbox"/> Class teachers and Teaching Assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision <input type="checkbox"/> Class teachers and Teaching Assistants work with small groups to: <ul style="list-style-type: none"> - Ensure understanding - Facilitate learning - Foster independence - Keep pupils on task <input type="checkbox"/> If the class teacher is working with a group the teaching assistant supports the class with tasks already set by the teacher <input type="checkbox"/> Independent pupil learning is supported by the use of technology, for example: <ul style="list-style-type: none"> - Notebooks - iPads - Clicker 5 - Talking tins <input type="checkbox"/> Special arrangements are put into place for both internal and external assessments e.g. readers, scribes etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Personalised and highly differentiated work is provided enabling independent and supported learning <input type="checkbox"/> 1 to 1 support is in place for pupils who need more intensive support e.g. for those with physical disabilities, speech and language difficulties, autism, Downs’ Syndrome, severe Literacy difficulties etc. <input type="checkbox"/> Outreach Support from Doubletrees Special School is requested as necessary for advice on teaching and learning

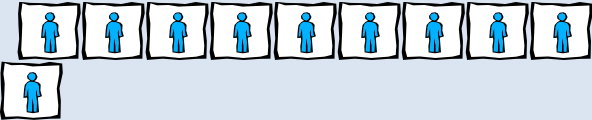


5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are encouraged to seek help from alternative sources before asking the teacher or teaching assistant <input type="checkbox"/> Technology is available to aid independence <input type="checkbox"/> There is a wealth of resources in each classroom which promote independence 	<ul style="list-style-type: none"> <input type="checkbox"/> When teaching assistants are in the classroom they facilitate independence <input type="checkbox"/> Pupils have personalised equipment to help them learn such as talking tins, task boards, catch-me cards, timers etc. <input type="checkbox"/> Pupils have access to: <ul style="list-style-type: none"> - Visual timetables - Task cards - Prompt cards 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching assistants working 1 to 1 with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. <input type="checkbox"/> Where children are unable to vocalise their needs our 1 to 1 teaching assistants are able to 'read' signs from the child to assess their need <input type="checkbox"/> Additional support is shared to build resilience in the child so they have the self-coping strategies when and if the teaching assistant is absent <input type="checkbox"/> Personalised task boards and timetables are in place to support independence




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> PSHE / PSED / Circle Time sessions include all children <input type="checkbox"/> The SENDCo coordinates provision for children with wellbeing, emotional, physical and mental health needs and TIS programmes are organised for some children. <input type="checkbox"/> Peers support each other in class and older 'Buddies' support younger children in the school <input type="checkbox"/> Children have access to the Parental Support Advisor and School Nurse – sessions are private and confidential. Bereavement counselling is also available through this team <input type="checkbox"/> Pupils' health issues are dealt with by staff as and when they arise <input type="checkbox"/> Risk assessments are made for all activities both inside and outside of the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Support for issues such as bereavement or behavioural issues from the Parental Support Advisor and other agencies. <input type="checkbox"/> Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time. One of our TAs has undertaken a bereavement support training course. <input type="checkbox"/> Both the designated person and deputy designated person for child protection are trained to tier 3 level. <input type="checkbox"/> All other staff are trained to tier 2 level. <input type="checkbox"/> Child protection and safeguarding are an important part of staff induction and useful resources are displayed <input type="checkbox"/> The designated Children In Care person attends regular network meetings. 	<ul style="list-style-type: none"> <input type="checkbox"/> TAC meeting, Early Support meetings and reviews are supported by a range of external agencies including the school nurse <input type="checkbox"/> Additional support for pupils can be requested from: <ul style="list-style-type: none"> - CAMHS - Social Care - Penhaligans' Friends - Parent Support Service - Speech and language - school nurse <input type="checkbox"/> Children with specific medical conditions have individualised health care plans




7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> All children have opportunities for social interaction, regardless of need, for example through mixed playtimes and lunchtime tables. <input type="checkbox"/> All children belong to a class with children of the same or similar age. <input type="checkbox"/> All children are invited on trips and visits <input type="checkbox"/> Older children are involved in ‘paired reading’ with younger children <input type="checkbox"/> Children in year reception are paired with a Year 6 ‘buddy’ who will look out for them in their early days at school. <input type="checkbox"/> We have many links with other schools in our network through sport and the arts. <input type="checkbox"/> All children are encouraged to take part in community events, such as the Church Christmas Fayre, Harvest festival etc <input type="checkbox"/> Older children are encouraged to perform at local events such as Roseland music workshops, Cornwall choir and orchestras. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some children are encouraged to take leadership roles in clubs for younger children <input type="checkbox"/> Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held at the local secondary school (The Roseland Community College) <input type="checkbox"/> More able children are encouraged to take part in gifted and talented maths and English sessions at the Roseland Community College. 	<ul style="list-style-type: none"> <input type="checkbox"/> Children are individually supported by TAs to enable their attendance at after school clubs




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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> All areas of the school are accessible to everyone, including those children with SEND <input type="checkbox"/> Classrooms in the main school building are wheelchair accessible. <input type="checkbox"/> Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively <input type="checkbox"/> There are named child protection officers (Designated Safeguarding Leads) <input type="checkbox"/> All areas of the school are uplifting, positive and support learning with a prayer/reflective area in each classroom <input type="checkbox"/> Teachers focus on rewarding good behaviour to promote a positive learning environment <input type="checkbox"/> The systems in place for rewards and sanctions are robust and displayed around the school 	<ul style="list-style-type: none"> <input type="checkbox"/> Non-slip mats and non-breakable equipment are available in practical lessons e.g. cooking <input type="checkbox"/> There are named adults who are ‘team-teach’ trained <input type="checkbox"/> An adapted toilet / changing facility is available for those who may need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialist equipment enables disabled children to be independent <input type="checkbox"/> Classrooms are made accessible for children with additional needs

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> There are strong links with the feeder pre-schools, as well as the local secondary school to enable smooth transition and extra support during these times should it be needed <input type="checkbox"/> Children visit the local secondary schools regularly for specific events <input type="checkbox"/> Transition coordinators visit Year 6 children in the summer term <input type="checkbox"/> Transition sessions for pre-school children and induction days for Year 6 take place in the summer term <input type="checkbox"/> Buddy systems are in place for all children who are new to our school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Children identified as possibly struggling with transition have many additional visits to secondary school or into the Reception class, individually or in small groups <input type="checkbox"/> Communication passports are put together for all children who cannot communicate for themselves 	<ul style="list-style-type: none"> <input type="checkbox"/> The SENDCo attends all statement/ EHCP reviews and TAC meetings wherever possible <input type="checkbox"/> Children have a structured, individualised transition programme from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment etc. <input type="checkbox"/> Representatives from secondary schools are invited to transition reviews <input type="checkbox"/> Children with SEND have extra visits to secondary schools in Year 6

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> 
<ul style="list-style-type: none"> <input type="checkbox"/> SENDCO: Sarah Swift holds the Post Graduate certificate in Special Educational Needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Five staff first aid trained. <input type="checkbox"/> One staff trained in Dyslexia awareness. <input type="checkbox"/> Two staff team teach trained. 	<ul style="list-style-type: none"> <input type="checkbox"/> Five staff first aid trained. <input type="checkbox"/> One staff trained in Dyslexia awareness. <input type="checkbox"/> Two staff team teach trained.

<p>Coordination(national award for special Educational Needs Coordination)</p> <p><input type="checkbox"/> Four staff are first aid trained.</p> <p><input type="checkbox"/> All staff completed Tier 2 CP training.</p> <p><input type="checkbox"/> One member of staff is trained in Dyslexia awareness.</p> <p><input type="checkbox"/> Two staff are team teach trained..</p> <p><input type="checkbox"/> One member of staff is trained in managing asthma</p> <p><input type="checkbox"/> One member of staff is trained in managing epilepsy</p> <p><input type="checkbox"/> One member of staff is trained in ASD awareness</p> <p><input type="checkbox"/> A staff member is trained as an autism champion</p> <p><input type="checkbox"/> A staff member is trained as a dyslexia champion</p> <p><input type="checkbox"/> A staff member is a trained Thrive practitioner</p>	<p><input type="checkbox"/> One member of staff trained in managing asthma</p> <p><input type="checkbox"/> One member of staff trained in managing epilepsy</p> <p><input type="checkbox"/> A staff member is trained as an autism champion</p> <p><input type="checkbox"/> A staff member is trained as a dyslexia champion</p> <p><input type="checkbox"/> A staff member is a trained Thrive practitioner</p>	<p><input type="checkbox"/> One member of staff trained in managing asthma</p> <p><input type="checkbox"/> One member of staff trained in managing epilepsy</p> <p><input type="checkbox"/> A staff member is trained as an autism champion</p> <p><input type="checkbox"/> A staff member is trained as a dyslexia champion</p> <p><input type="checkbox"/> A staff member is a trained Thrive practitioner</p>
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This is how we:

Assess and review the progress of our children/ young people's progress towards outcomes.

Personal targets each term set by teachers. These are shared with parents / carers as well as the child.

Data tracking across whole school to monitor effectiveness of interventions.

Targets frequently monitored by adults working with specific children or groups.

Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)

Close links maintained with parents and carers to keep an open dialogue on children's progress.

Evaluate the effectiveness of our provision for children and young people with SEN.

Personal targets each term set by teachers. These are shared with parents / carers as well as the child.

Data tracking across whole school to monitor effectiveness of interventions.

Targets frequently monitored by adults working with specific children or groups.

Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)

Close links maintained with parents and carers to keep an open dialogue on children's progress.

Children discussed at pupil progress meetings and interventions put into place when needed.

Plan-Do-Reviews for all children on the Record of Need.

If interventions are not making an impact on progress towards targets then they need to be modified or changed completely.

Handle complaints about the provision made at school.

Any complaints will be forwarded to the Head, The SENCO and the Chair of Governors who will aim to investigate and remedy any problems with the school's provision. A full complaints policy is available on our website.

A copy of the Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:
<http://cornwall.childrensservicedirectory.org.uk>

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (Eps) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Kim Boddy Kimberley.boddy@cornwall.gov.uk
Speech and Language Therapy 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.	Darren Morrison 07447036928 Darren.morrison@nhs.net
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed	Children's Community Therapy Lead 01872 254531

	to increase range of movement, co-ordination and sensory awareness.	
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly	Children's Community Therapy Lead 01872 254531
AAC Officers	AAC officers introduce Alternative and Augmentative Communication which opens the door on a huge range of equipment and techniques which support or replace spoken and written communication	Anne Williams aswilliams@cornwall.gov.uk
Social Workers		Cornwall Council Children's, Schools and Families Team 0300 1234 101
Parental Support Advisor	A parental support advisor (PSA) provides a seamless link between home and school which enables a child's well-being and promotes a positive attitude towards education	Kathy Maurice kmarris@theroseland.co.uk
The 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 throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	Jan Sprouse Speech and Language Therapy Unit 2 Bodmin Business Park Harliegh Road Bodmin PL31 1AH Telephone: 01208 834488
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. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	01872 221400

Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.	01726 212706 cornwall@scope.org.uk
Educational Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At Ladock the SENDCO/Headteacher has termly meetings with our Educational Welfare Officer to address any attendance issues that may arise	Liz Mosley Education Welfare Officer Peninsula Education Tracy McLennan tracymclennan@peninsulaeducation.onmicrosoft.com
ASD Advisory Team	<p>The Autism Spectrum Team is a service supporting young people with autism of school age.</p> <p>The Autism Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.</p>	Sarah Foden Mid Cornwall Advisor 01726223356
CAMHS	CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioral or mental health difficulties.	Sedgemoor St Austell 01872 221400
Bowel and Bladder Nurse	This service supports and advises children and young people who suffer with bladder and bowel dysfunction. They provide individual assessments, advice, support and education to children, young people, families, carers, healthcare professionals and allied professionals in education, social services and the voluntary sector.	Penrice Hospital St Austell Cornwall Daphne Appleton 01726 873095

Children's Trust Early Support	In January 2009, the Cornwall Children's Trust was formed with a responsibility to oversee the implementation of the Children and Young People's Plan.	01872 322970 Mid Cornwall Crin Whekan 01872323329
Children In Care (Education support service) Cornwall social Care Services	Children in Care Education Support Service (CICESS) is part of Cornwall's Children in Care Strategy and has been up and running since September 2008 as the 'Virtual School for children in care in Cornwall'. Their priority is to promote the educational attainment and achievement of Children in Care, under section 52 of the Children Act 2004.	01872 322462 Priory house Bodmin 01208 251300
Community Paediatric Consultant	The consultant community pediatrician is a senior children's doctor who specialises in the care of children with developmental or neurological problems.	Dr Murty St Austell Centre 01872 254527
Ear Nose and Throat Dept Treliske Hospital	<p>The ENT Department is part of the Surgical Division, which includes Paediatric, Breast, Vascular, Urology, Oral Surgery, Ophthalmology and General Surgery.</p> <p>The ENT department provides inpatient services at the Royal Cornwall Hospital and Outpatient services at Royal Cornwall Hospital, St. Michaels Hospital, Camborne and Redruth Hospital, Falmouth Hospital, Newquay Hospital, Bodmin Hospital and Penrice Hospital.</p>	Treliske Hospital 01872 254901

Answers to Frequently asked Questions

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

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Ladock School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are discussed weekly at staff meetings. Children's progress and behaviour are monitored through termly tracking systems and staff monitor family situations closely with those involved. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head Teacher. Following these meetings steps will be taken to address any concerns you may have about your child.

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Each year a copy of the Home / School Agreement is sent home to be signed by both the parent and the child. This is then returned to school, signed by the class teacher and stapled into the front of the child's reading / homework diary. Although this is not a legally binding document, we expect all who sign the agreement to adhere to it in equal measures, to support the success and progress of each child.

4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Ladock we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished.

Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support.

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

Ladock School operates a policy to create a constant positive dialogue with parents. In addition to this staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in the Autumn term and Open afternoons in the Spring and summer terms. Also in the Summer term annual

reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head Teacher at your request.

6. What support will there be for my child's overall well-being?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

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

At Ladock we have a variety of measures, policies and procedure in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. Our safeguarding policy ensures that... and we have risk assessments in place for a wide variety of activities and situations that may arise. Children who have severe or complex needs, or those who have a disability have individual risk assessments carried out for fire evacuation and school trips, for example.

8. What specialist services and expertise are available at or accessed by your school?

A list of specialist services and expertise accessed by our school is available in the section of this document entitled 'Services and Organisations that we work with'.

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

The Special Educational Needs and Disability Co-ordinator (SENDCo) is an experienced qualified teacher who has been accredited with the National Award for SEN Co-ordination, a year-long qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school. She also holds the Diploma for teaching children with Specific Learning Difficulties. All staff at school have receive additional training as part of our programme for career professional training. For example some staff have been trained in specific intervention programmes in Maths and English.

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

Everyone is included in everything at Ladock School. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year as well as Camps for Years 4-6. All children are encouraged to take part in after school clubs, and those children who need it are supported by their one to one support assistants. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

11. How accessible is the school environment?

The whole of the school environment at Ladock is accessible to everyone who attends school or who comes to visit us. We have ramps to the majority of doorways and access to every classroom is made as easy as possible for everyone.

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

Your child will be highly supported by school throughout every transition process. We would meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school they would be able to undertake extra transition days to allow them to become more familiar with the environment. The Parental Support Advisor (PSA) would also be involved in these transitions, providing a link between one educational setting and the next.

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

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with a Statement of Special Educational Need or an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

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

In the first instance staff in school would look at the levels your child is achieving and in which areas they need supporting and then target this additional support to those areas of learning. Professional advice may be sought where necessary and then this advice acted upon by providing necessary resources or additional support both in and out of class. This is made by discussion with parents, the child, the school and any external professionals possibly in the form of a TAC or TAF (Team Around the Child / Family) meeting.

15. Who can I contact for further information?

For further information please feel free to contact the SENDCo, Rachel Moseley (rachel.moseley@celticcross.education) or the Head of School, Mary Stevenson (ladock.head@celticcross.education).

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

If you feel that the Local Offer or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Rachel Moseley) or the Head of School (Mary Stevenson). Concerns may then be escalated if necessary to the Chair of School Monitoring Council Mr Andrew Nicholson or to the Local Authority (Cornwall Council).

17. How is your School Offer reviewed?

Our School Offer is reviewed on an annual basis in consultation with staff, parents and governors of the school.

To view Cornwall's Local Offer go to <http://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>