



Our SEN Information Report and 'Local Offer' for Special Educational Needs and Disability

Camelford Community Primary School, Station Road, Camelford, Cornwall, PL32 9UE Telephone 01840 212376



Government Legislation requires us to publish a SEND Information Report (clause 65 of the new SEN Act). This report is co-produced by the SENDCO, Head Teacher and Senior Leadership Team and incorporates our 'School Offer', which lays out the provision for SEND students at Camelford Primary School. It is reviewed annually.

Camelford Primary is a mainstream primary school and has an ARB (Area Resource Base). All the teachers in the school are teachers of children with Special Educational Needs. Camelford Primary School adopts a 'whole school approach' to Special Educational Needs, which involves all the staff adhering to a model of good practice. All staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment within the classroom, dependent upon resources and expertise. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority and its allocation of SEN funding.

The school operates an equal opportunities policy for children with special educational needs ensuring they are afforded the same rights as other children. This includes both those children with Educational Health Care Plans and those on our SEND register of Need.

We have the provision to meet the needs of children within the four areas of need identified in the Special Educational Needs and Disability Code of Practice these being:

Cognition and Learning needs

Social, Mental & Emotional Health needs

Communication & Interaction needs

Sensory and / or Physical needs.

The special needs of the majority of our children are provided for within the framework of the national curriculum with the emphasis on quality teaching and learning and the desire for all pupils to make significant progress.

Our ARB caters for pupils with severe, complex and/or profound multiple learning difficulties or disabilities. All pupils attending the ARB receive an individualised curriculum, which provides: individual, pair or small group teaching, as deemed appropriate; teaching assistant support, co-ordinated and overseen by the Area Resource Base teacher, with access to mainstream integration where appropriate.

All staff at Camelford Primary School work hard to ensure that we provide all pupils with the education and support that they deserve. We aim to present a curriculum that meets the needs of all pupils including those with Special Educational Needs. This is planned to be broad, balanced and relevant, encouraging self-esteem, self-confidence and motivation. Our aim is to provide a nurturing and stimulating school in which everyone achieves their very best, becoming confident individuals. We believe that social & emotional development underpins learning for life. We are committed to inspiring all our learners to fulfil high expectations, regardless of where they fall within the ability spectrum within a supportive environment where all pupils are valued. We believe that all pupils can develop their skills, interests and capabilities to achieve. The development of positive social, emotional and learning behaviours is at the heart of our ethos. We believe in developing the 'whole child' and recognise that emotional and social competencies are a significant determinant of academic achievement.

The following link will take you to our SEND Policy, Equality and Diversity Policy and our Accessibility Policy: http://camelfordprimary.co.uk/our_school/policies/policies.html

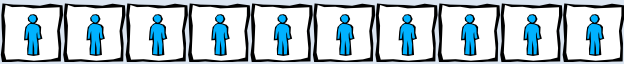
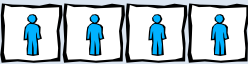
The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all our pupils are actively sought and highly valued. • Pupil voice is heard in all aspects of school including School Council, class assemblies, PSHE sessions, class lessons, questionnaires, target setting and pupil conferencing. • Pupil voice is represented across all year groups and influences our decision making regarding learning, indoor & outdoor environments, rewards, outdoor learning, events and activities.	• Pupils with SEND are included in all focus / consultation groups. • Additional provision is developed in light of student voice. • Children are involved with setting their own targets. • Pupils have access to 'trusted adults' including the school's Pastoral Support Team. • Small focused TIS groups are used to encourage discussion, build confidence and guide how to voice opinions and views in a positive manner. • Where appropriate, additional provision will be arranged in response to: - Termly tracking / school data - Pupil Premium - Questioning - Target group questioning - Adult observations	• Individual support will be dependent on need. We will make our best endeavours to take into account the views of individual children and parents. • Individual support is responsive to the views of the child where appropriate. • Pupil views are an integral part of support meetings, Annual Review meetings and EHCP reviews (where age/need appropriate). • Wherever possible, documentation is produced in a format that is accessible to the pupil and to parents. • Learning Plans (IEPs) are written for those children with an Education and Health Care Plan. These are working documents and are reviewed on an ongoing basis. • Our pupil's views are supported through individual needs centred planning, target and outcome setting.

	SEND is represented at SLT level.	- Children on the Record of Need have provision maps, which are reviewed regularly. - External specialist provision is provided or signposted to those pupils in need
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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 
- The School prides itself with an 'open door' policy with all parents and carers. - The School makes best endeavours to work in partnership with all parents and carers for the benefit of their children. - Parents and carers know who to contact if they have concerns. - An open dialogue is encouraged between teachers/TAs and parents. - Parents and carers are informed about the progress of their children throughout the year. - All parents/carers are encouraged to attend parent and teacher consultations (one per term). - Additional parent and teacher meetings can be arranged as requested - Annual reports are sent home at the end of the academic year, detailing achievement and attainment in all areas of the	- Families are invited to attend information sessions to help with supporting their young person at home including English & Maths skills, Reading, Phonics & Cyber Bullying. - Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities - Booster sessions for Y6 are accessed after school - Parents are encouraged to contact school regarding concerns at any time - SEN links are available on the school website - Parents are given information relating to services and support which may be relevant to their needs. - The SENDCO and Pastoral Support Team are available to support parents - Referrals to a range of services are made	- Staff who provide individual support develop effective working relationships with parents. - Parents/carers are supported in attending, and are actively involved in support meetings, Annual Reviews and SEN progress reviews - Advocacy is available to ensure that parents/carers are fully able to communicate their views and opinions - Where appropriate, parents/carers are encouraged to join in with school trips or activities - Parent/carer's views are an integral part of all meetings and reviews - Parents/carers are encouraged to hear their child read daily - Parents/carers are informed of any additional provision their child receives - Parents/carers are encouraged to engage

curriculum - Teachers are available to speak with parents at the beginning and end of each day. This includes opportunities to speak with staff over the phone. - The School's website enables parents/carers to understand more about what their child is learning and provides up to date information about the school experience. - The School produces newsletters to support communication with home and school. - The Early Years Foundation Stage (EYFS) teachers meet with new EYFS parents in the Summer Term. - Parents receive regular curriculum Knowledge Organisers specific to their children's learning - The SENDCO is available to meet with parents. - Parents/carers are invited and encouraged to join in with: - celebrate themed weeks - parent lunches with their child/children - work sharing events - school trips - open afternoons - sports days / events - seasonal celebrations - Parents/carers are contacted via our text message service, Facebook and the school website - Parents / carers are encouraged to sign home/school agreements.	through the SENDCO or Headteacher Termly parent support groups	in 1:1 interventions and activities to support their child at home - Home/school books are used to aid communication, where appropriate - Termly parent support groups
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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 
• The curriculum at Camelford is broad and balanced and designed to allow the inclusion of all students. • In all classrooms, teachers use Adaptive teaching approaches to support the children to meet high expectations. • We use Opening Worlds for History, Geography and RE • Areas of the curriculum are linked through a topic approach. • Every effort is made for all pupils, regardless of their ability and or additional needs, to have full access to the curriculum. • Assessments (including additional assessments: dyslexia screening, dyscalculia screening, TIS screening etc.) are used to identify students who need specific interventions/provision • English, Maths, Speech & Language, Motor Skills programmes are available and our pupils access to them is based on our current and robust tracking/ review system • Effective feedback is used to move pupils on in their learning. • All classes are well supported by learning	• Where children are identified as needing additional support, additional interventions will be put in place • The curriculum is scaffolded to meet the needs of all learners • Groups of children may be given additional support by an TA or teacher • Intervention strategies and programmes are bespoke and led by the needs of the pupils • The progress of pupils taking part in intervention groups is measured on a regular basis and monitored for continuity and effectiveness by the Senior Leadership Team • Intervention programmes are adapted as appropriate in light of pupil progress • Small group interventions include: - Read, Write, Inc. - Fresh Start - Small group teaching - TIS groups - Speech & language groups - Social Skills groups - Motor Skills groups (fine & gross)	• Children who have an Educational & Health Care Plan will receive adult support in order to allow them to access the curriculum, where it is deemed necessary and appropriate • Pupils are supported in following their interests and an individualised curriculum (where appropriate) regardless of SEN and/or disabilities • Pupils with special educational needs and/or disabilities can access the curriculum with adult support and/or additional resources as appropriate • In exceptional circumstances, pupils maybe disapplied from some subjects, tests or assessments. This is agreed by all stakeholders • Our pupils are supported through individual needs centred planning, target and outcome setting • 1:1 TIS sessions occur for those children with emotional development interruptions • Alternative methods of communication are used to deliver the curriculum including Makaton, Visual Prompts and Widgits, list

support assistants, for both academic and emotional needs • Visual timetables are displayed in each class • All children, regardless of ability or additional needs are included in all school activities, extra-curricular clubs and school trips. • Termly data analysis using insight tracking is used to identify pupils who require specific interventions/additional provision • RWI is taught across KS1 and for some KS2 children • The use of ICT is embedded throughout the school	- Access to Break/Lunch Time Clubs - New intervention groups are developed whenever necessary, therefore this list is not conclusive.	is not conclusive • Multi-agency advice is followed with strategies implemented as required. This includes advice from the Speech & Language Therapist, Occupational Therapists, Behaviour Support Advisors & Hearing Support Advisors etc.
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4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Quality first teaching with a calm and focused learning environment • The School recognises the different learning styles of our pupils and consequently, the curriculum is delivered using a multi-sensory teaching approach. • Lessons are carefully planned to include clear stages and regular progress checks throughout the lesson to ensure all our children are on task and are being	• Lesson plans and strategies are shared between Class Teachers and Teaching Assistants / Learning Support Assistants to ensure that children with SEND have targeted support, provision and access to quality resources to support independent learning. • TAs/Class Teachers work with small groups to: - Ensure understanding	• Personalised, highly scaffolded and well-resourced activities are provided to enable all our pupils to access or work towards independent learning. • Support is in place for children who require more intensive support and includes specialised support for those who may have: - Physical disabilities/needs - Sensory needs

challenged. • Scaffolded activities are used to meet the needs of all pupils • Accelerated Reader, provides a reading programme that reflects all children's individual ready level and scaffolds progress. • Effective questioning is used to encourage learning. • Learning objectives are displayed and discussed in every lesson using "I am learning to..." • A Whole School Marking Policy is adhered to with work being marked daily. • Effective feedback and marking is in place • Timelines in each classroom display the timetable for the day. • Peer tutoring and assessment is used to encourage learning motivation. • Pupils are encouraged and supported to be responsible and independent learners. • Pupils have the opportunity to work in both ability and mixed ability groups throughout the day. • Learning Walls support and extend children's learning. • Scaffolded success criteria is used and displayed. • Marking ladders are used to enable pupils to assess their learning. • Pupil comments regarding learning is encouraged and recorded in books • Pupils are given time to respond to teacher's marking.	- Facilitate learning - Foster independence - Keep students on task - Assess progress - Inform future planning • Technology is used to support independent learning including laptops, iPad, talking tins, cameras, interactive whiteboards, dictaphones • Special access arrangements are put in place for internal and external tests and examinations e.g. extra time, adult readers, scribes	- Speech & language difficulties - Hearing and visual needs - Autism - Dyslexia - Dyspraxia - Social, emotional and mental health needs etc. • Our ARB is accessed for professional advice and support for mainstream children with severe learning difficulties, physical disabilities, learning difficulties, sensory and / or communication disorders. • Outreach support from specialist schools is used to improve outcomes for those pupils with complex learning needs. • We actively engage with other organisations and a range of professionals and professional services to ensure we can provide the most appropriate support for our pupils and their families. • Advice and strategies from external agencies and professionals is followed and evaluated as required. • Pupils have access to resources / equipment to aid their learning including coloured overlays, specialist writing equipment, fidget toys, visual prompts, communication boards, WIDGITS
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• Open ended questioning is used to promote curiosity and thinking skills. • Pupils are grouped by both ability and mixed ability, depending on the nature of the task. • The Schools Behaviour Policy is followed. • Every class displays a behaviour chart to encourage positive behaviour. This includes the 3 Rules for Life • House points are rewarded for positive learning behaviours.		
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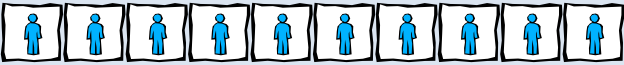
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• In our classrooms, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult help i.e. pupils are encouraged to seek help from alternative sources before asking the teacher or TA. These include: - Peer support - Sourcing classroom resources - Selecting and using a range of appropriate tools - Developing thinking and learning skills. - Learning Walls	• All staff facilitate independence from all pupils. • Pupils have personalised equipment and resources to help them learn including talking tins, coloured overlays, number squares and timers, scaffolded learning ladders /toolkits. • Instructions and expectations are repeated / supported as necessary. • Where necessary, students have access to visual timetables, task cards and prompt cards. • Life-skills and independence are the focus	• A range of personalised resources will be available to support our pupils, such as: - Personalised visual timetables / schedules - Objects of reference - NOW and NEXT planning - Communication prompts - Individual work stations (in and out of class, if appropriate) - Individual Care Plans - Individual Behaviour Plans - Risk assessments - Positive Support Plans

- Resources are available for children to use independently within the classroom. - Equipment can be easily accessed by all to aid independence. These include: - Word Banks - Word/sound mats - Hundred squares / number lines - Maths resources - Talking tins - Coloured overlays (where appropriate) - Pencil grips (where appropriate) - Fidget toys - Toolkits - Interactive Learning walls are displayed in each classroom to support teaching and learning. - Children are taught skills of resilience and self-help strategies i.e. ways they can continue to work independently when appropriate. - Scaffolded success criteria are used. - Children are encouraged to self-assess. - SEMH programmes are used in each class. - Specialised resources such as dyslexia friendly rulers are used by all children and are commonplace within each class. - All pupils have access to extra-curricular clubs, which encourage independence and self-help skills. - All areas of the school are accessible to everyone including those pupils with SEND. - Pupils are given responsibilities throughout the school, which they carry out independently.	of intervention lead by the Pastoral Support Team. 'Catch Me' cards can be used with adults looking to 'catch' pupils using strategies independently as a result of an agreed intervention. - TIS sessions help to encourage independence and self-help skills.	- Access to the ARB - Daily Sensory Diet - Personalised integration plans - Furniture and tools adapted to need - WIDGITS - Where appropriate personalised task boards and visual timetables are available to support independence. This may include NOW and NEXT cards and Social Stories. - Teachers/TAs ensure that pupils can access the task and have all the resources available. - Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. - TEACCH strategies are implemented to support the development of independence skills where necessary. - Visual cues and prompts are used. - TAs implementing intervention can use 'catch me cards' to bridge the gap between intervention and classbased learning. - Where appropriate, TAs working with pupils encourage them to be very specific about what they need help with, along with asking what they have done already to find the help for themselves. - TIS sessions help to encourage independence and self-help skills. - We will ensure that our pupils who require a high amount of support (including those pupils in the ARB) will
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• Learning objectives are displayed/shared in each lesson. • All pupils are encouraged to change independently for PE, swimming, extra-curricular clubs and sports days/activity days. • All teachers display a visual timetable, which supports children who rely heavily on routine. • House points are used to reward self-help skills and independent learning. • Residential Year 6 trips challenge and encourage the development of age-appropriate self-help skills. • All children have access to our Whole School Positive Behaviour System and staff are trained in and implement de-escalation strategies throughout the whole school.		have access and contact with different adults throughout the day/week. This will ensure that our pupils build resilience and self-coping strategies to enable them to cope when and if a key adult is absent.
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our school recognises the importance of social and emotional development and TIS principals are being embedded in all teaching and learning provision. • We are a nurturing school and aim to develop the 'whole child'. • Pupils have access to our Pastoral Support	• Pupil Premium is used to support vulnerable children and group intervention. • 1:1 support is provided by the Pastoral Support Team and other key members of staff to help develop self-esteem and social skills, as well as anger management	• CAFTACS, CHIN meetings, Early Support Meetings, SEN Meetings/ Annual Reviews are attended and supported by a range of outside agencies and advice is actioned accordingly. • Individual TIS assessments are used to tailor provision to need.

Team. • Positive learning behaviour is promoted throughout. • The SENDCO co-ordinates provision for students with well-being, social, emotional, physical and mental health needs. • The school works in partnership with other agencies to help deal with difficult times such as bereavement. • PSHE lessons and assemblies include all children. • The school has 2 licensed TIS practitioners. The Pastoral Support Team supports children with social, emotional and mental health needs. • All children have the opportunity to become a school councillor, representing their year group at regular meetings. • Key staff are trained in First Aid (approved training and updated as required) • Sex education is provided for pupils in Year 5 & 6. • Risk assessments are made for all trips and for day-to-day school events. • A policy for the administration of medicine is in place. • 'Go Noodle' and yoga are used across the school to support children's wellbeing and readiness to learn. • Sports clubs are accessible to all • Year 6 residential trips challenge and encourage the development of health lifestyles, well-being and emotional resilience.	and resilience • Playground Leaders help the younger children settle into the playground and play with individuals who feel lonely and upset. • Year 6 have the opportunity to become school prefects if they display positive behaviours and effort in their learning. • The 'Rainbow Room' is available for vulnerable pupils or those children who feel emotionally dysregulated at any time throughout the day. Staff are available to support these children who need supporting. • Key staff are 'Safer Handling' trained. • Motor skills intervention is implemented to support children with motor skills difficulties. • Where appropriate our pupils are encouraged to attend inter and intra-school competitions and activities to develop resilience and emotional well-being.	• Additional support is requested from a range of agencies • Students with specific medical conditionals have individual health care plans, which are shared with all staff. • Home/School books are used to aid communication with specific individuals. • An Intimate Care Policy is in place. • Individualised support is provided for pupils who begin to display signs of disaffection • Risk assessments are in place for children with SEN and behaviour difficulties including each child with an EHC Plan. • Break/Lunchtime Clubs are available for pupils who find break times too unstructured and stressful. • Behaviour Action Plans are written for children who display extreme behaviours within school, alongside parents and child, to ensure consistency in approach. • Pupils from the ARB and some individuals from mainstream access 'Riding for the Disabled' once a week. • We work in partnership with the Mental Health Team and have allocated Mental Health Practitioner that comes to our school on a weekly basis
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• Soft Start to the day allows for a smooth transition between home and school. • School Wellbeing Dog • Access to the NHS Mental Health Education Team		
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7. Social Interaction Opportunities and Communication

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All pupils have equal opportunity to interact socially with the whole primary age range regardless of age, ability and additional need. • Links with other schools e.g. through sporting events, allow pupils to interact with others. • All pupils belong to a House group. • Playground leaders support social interaction. • All children have equal access to attend whole school trips/visits, after school clubs	• Sports teams play in local tournaments against other schools. • Year 6 have the opportunity to become school prefects if they display positive behaviours and effort in their learning consistently. • Social skills groups enable targeted children to receive support. • Social groupings within classes are organised to support individuals. • TIS is used to help pupils develop their social skills.	• Support from other agencies is sought as necessary. • Pupils are individually supported by TAs/parents to enable their attendance at after school clubs as necessary • Adult support is given to promote successful interactions and friendships. • Social stories • Conversations are used to help children develop greater social understanding. • TIS is used to support the development of social skills in individuals.

and shared experiences. - Clubs take place both at lunchtime and after school. - TIS is used in whole class sessions. - All teachers prepare a pictorial vocabulary checklist at the beginning of every new topic which enables children with SEND or hearing impairments to learn key words before meeting them in lessons. - Some songs in assembly are signed by all children	- NELI – Specialist designed Speech and Language Intervention - WIDGITS	- Specialist communication aids are used to support communication for individuals. - Total Communication Approach - AAC devices - The school has their own Speech & Language therapist working with pupils with speech, language and communication difficulties. The Speech Therapist works with individuals and provides written advice / programme of work for individuals. - ARB children participate in Attention Autism session on a daily basis. - Widgits
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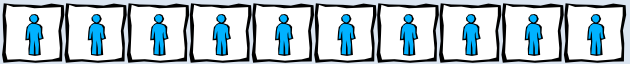
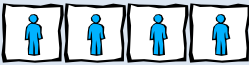
8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
- All areas of the school are accessible to everyone including those children with SEND. - Wheelchair access is available to all parts of the school. - Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. - There is a designated Child Protection & Safeguarding Officer (and deputy) and a named Child in Care teacher responsible for	- Adaptions are made to the learning environment to suit group or individual needs. - Provision is made for pupils who need a quiet and supervised area when they are unable to cope during the day including unstructured times. - Access to specialist equipment and resources where appropriate including 'Move & Sit Cushions'.	- Designated teaching areas are available. - Dedicated resources matched to pupils' needs are available. - Individualised motivators and rewards are used. - Classrooms are made accessible for children with additional needs. - Specialist equipment enables disabled children to be as independent as possible

those Child /Children in Care. • Our school uses CPOMs to record incidents • All staff receive Safeguarding Training (Tier 2). • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school and visible in each classroom. • Our school values are displayed throughout the school. • Anti-bullying policy is in place. • Pupils' work is displayed throughout the school in a variety. • Classrooms include a good mix of celebration of pupils' work and working walls to support pupils' learning. • Every class has visual timetables displayed. • Children have access to a variety of ICT resources including whiteboards, digital cameras and IPADS • School and pupils' awards are displayed prominently in key areas of the school. • School achievements in the local media is displayed in books on display in the main reception area of the school • The vast outside areas provides opportunities to outdoor learning. • TIS practitioners and Pastoral Support Team supports children with social, emotional and mental health needs. • Use of school grounds and local area for learning opportunities is a regular occurrence, with a school aim to use the outside environment for learning at least once a week	• Access to specialist areas such as the multi-sensory room and 'The Rainbow Room'. • Quiet areas are available to pupils both in the playground and within the school. Each class has a reading area. • There are named adults who are 'Safer Handling' trained. • An adapted toilet/changing facility is available for those who may need it. • Disabled toilets are available. • Adjustable tables and chairs are available. • Non-slip, non-breakable equipment available in practical lessons. • Safety matting in provided where necessary.	• Specialist equipment such as ceiling hoists, mobile hoists, specialist seating, adaptive toilet facilities, standing frames are provided through the school on the advice from therapists and health colleagues. • If needed children have individual risk assessments. • Designated parking for ARB. • Non-white paper and overlays are provided for pupils with scotopic sensitivity.
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in addition to the opportunities outlined above. • Pupils in the Early Years Foundation Stage Unit (nursery & reception aged children) have free access to the outside area. • Areas of the playground are designated for different activities. • Our Nursery have their playground area to use at lunchtime. • Residential trips are arranged for Y6. • The school has a large library area. • The school has a 'Bistro', which is a designated area for cookery activities. • The school is a secure site. • Staff report building defects which present a health and safety risk immediately for attention via Every. • Fire drills occur and exit doors & routes clearly identified. • Risk assessments for medium to high risk activities are carried out and shared with staff. • TA and Lunchtime Supervisors use a consistent approach. • White screens are avoided on all projected materials including SMART boards, computers, IPADS • New adventure learning area on our school field provides an area to support the children's physical and wellbeing development.		
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Meetings are held between the present and next class teacher in the Summer Term. • Meetings between the next class teacher and the SENDCO are held in the Summer Term. • There is a transition day in the Summer Term where all children spend a day in their new class with their new teacher. • The Year 6 children attend transition days at their chosen secondary schools. • There are strong links with the pre-schools and with the secondary schools. • Home/school visits are arranged and attended by the EYFS teachers for pre-school and reception aged children. • The EYFS teachers visit other educational settings for any child joining the school in Reception. • Nursery children in other settings are invited into our Foundation Unit for a range of transition days with and without parents before starting school. • The ARB teacher arranges and attends home or school visits for any child joining the ARB. • Induction meetings are held for all children in Reception. • Induction meetings are held for parents of	• Learning Plans are used to aid transition for all pupils with SEND. • Transition visits are carefully planned with those pupils identified as possibly struggling with transition having additional visits. • The school SENDCO discusses needs and provision of pupils on the class 'On Alert' list and Record of Need with the secondary school SENDCO. • All SEND paperwork is passed to a pupils' new setting. • Group work or 1:1 support is provided by the Pastoral Support to aid transition as required. • Communication with the transition school is robust	• Children visit their new classroom with a trusted adult on an individual and flexible basis. • Visual prompts/photographs/individual internal visits are used to promote a smooth and positive transition. • Social Stories /Visual Cues / Photographs/ Transition books are used with individual to aid transition. • 1:1 visits to secondary settings are arranged. • Early identification of a 'key worker' at secondary places is used as required to help build familiarity. • Advice from other agencies to support individual transition is used and implemented. • The SENDCO or SENDCO Support worker from the secondary school attends Year 5 & 6 Annual Reviews and Early Support Meetings where appropriate • Communication Passports • Where necessary, our pupils are supported by a TAC/Early Support plan to ensure transition planning is robust

children joining our school. • Opportunities to interact in larger groups of children are encouraged to prepare children for larger groups and environments. • The Year 6 teacher and SENDCO meet with key secondary setting staff. • Opportunities to attend activities at secondary settings are provided including sports activities and reading sessions e.g. Turning Pages • On Alert system is used to monitor new children to the school		and meets the needs of the individual.
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10. The SEND qualifications of, and SEND training attended by, our staff

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The SENDCO has been accredited with the National Award for SEN Co-ordination, a postgraduate qualification. • The ARB Teacher is experienced with working with children with complex needs. • The ARB teacher are TEACCH trained. • The SENDCO has awarded Thrive/TIS Practitioner status • The SENDCO undertakes additional TIS training annually, which is a requirement to maintain Licensed Practitioner status. • One Pastoral Support Worker is a qualified	• Teachers and TAs attend relevant courses to support the children that they are working with. • Training is provided across the while school – SEND and Medical	• The Speech & Language Therapist works closely with TAs and Teachers so that they are trained in providing Speech and Language Interventions • All Staff in the ARB have Safer Handling training • All staff in the ARB and key members of staff in mainstream have Manual Handling Training which is updated as required. • Key members of staff have had epilepsy training.

Thrive practitioner. • All teaching and non-teaching staff participated in whole school Thrive/TIS training led by one of the co-founders of Thrive/TIS • The SENDCO and key members of staff have attended training in dyslexia, autism and sensory processing. • Key members of staff have attended 'Safer Handling' training, which includes de-escalation strategies. • All teaching and non-teaching staff will have received training in de-escalation strategies. • The SEND training needs of all staff are established through discussion, on a needs basis, through questionnaires and performance management. • The SENDCO attends SENDCO network meetings and training. Information is then shared with the rest of the staff at staff meetings. • The school seeks the support of outside agencies e.g. the Educational Psychologist to support with training needs. • SENDCO is completing a qualification in Advanced Mental Health Lead • SENDCO has Level 3 Safeguarding trained • SENDCO is trained in leading Child in Care and Previous Looked After Child		• All ARB staff are provided with medical training within any areas of need
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11.Services and organisations that we regularly work with:

Service/organisation	What they do in brief	Contact details
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Educational Psychology Team	Educational Psychologists (EP) are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents and 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.	LOCALITY 5 EP Parents who would like educational psychologists to work with their children need to discuss this with the SENDCO to see if this would be appropriate. There is a telephone advice line, 01872 322888 which is a free service for parents, carers and young people on Wednesday afternoon from 2.00 pm - 5.00 pm during term time. Our EP is currently, Charlotte Burrell
Mental Health Practitioner - Education	Mental Health Support Teams (MHSTs), provide extra capacity for early intervention and ongoing help within a school and college setting.	Referrals can be made via the Early Help Hub, separate and adapted referral form. Mental Health Practitioner
Child & Adolescent Mental Health Services (CAMHS)	Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18. The service helps children and young people deal with emotional, behavioural or mental health issues. These include: - Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem - Problems with behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession - Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss - Problems with development or disability e.g. bed-wetting and difficulties with eating, sleeping or talking - Emotional problems linked to physical health issues e.g. difficulties with taking medication as prescribed by a doctor These offer lots of different kinds of support and have a wide range of	Referrals can be made in a variety of ways including through the SENCO and GP. For further enquiries, contact the Children's Services Care Management Centre on: Tel: 01872 221400

	people who are trained to help. These include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	
Autism Spectrum Team	The Autism Spectrum Team in Cornwall plays a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team will promote a joint problem solving approach and promote interventions that are evidence based.	Referrals to the team must be made by completing the relevant form. This should be ideally be completed by a relevant professional together with the young person's parent or carer. A relevant professional would include: a member of school staff, CAMHs, Social Worker or a member of Locality staff. CONTACT Katy Neve Manager and Senior Educational Psychologist Telephone: 01872 323022 Matthew Wilmott Autism Spectrum Advisor Telephone: 01579 341302
Physical Disability Team	The physical disability team provides support for children with physical disabilities and their families. Physical advisors provide good physical access and appropriate ICT equipment to improve learning opportunities and enable independent learning.	Tel: 01209 616962
Speech & Language Therapy	The Speech & Language Therapy Team, ELKAN, works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing. Camelford Primary works privately with a highly qualified and experienced Speech & Language therapist.	Referrals are made through the school by the SENDCO.
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional 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 to increase range of movement, co-ordination and sensory	Children's Community Therapy Lead 01872 254531

	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
Social Workers and Social Care	Social Workers and the Social Care Team promote and look after the well-being and achievement of all children, especially those in difficult family situations or those with complex learning needs / disability.	Cornwall Council Children's, Schools and Families Team 03001234101
School Nursing Team	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.	Telephone: 01288 287722
Educational Welfare Officer	Educational 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 Camelford Primary we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise. The Education Welfare Service can also offer support and help to pupils, parents, carers and schools who may be having problems with attendance.	Contact via school.
Multi Agency Referral Unit (MARU)	The Multi-Agency Referral Unit (MARU) provides a multi-disciplinary response to concerns about the welfare or safety of a child in line with the LSCB guidance on interagency thresholds/continuum of need.	Telephone: 0300 1231 116
Early Support Service	Early years support is about improving services for families with young disabled children. It is a way of working that keeps families at the heart of discussions and decision-making about your child.	Contact Cornwall Family Information Service (FIS) by phone on 0800 587 8191 or via email at fis@cornwall.gov.uk .
Lakefield Equestrian Centre	Lakefield Equestrian Centre is a recognised Disabled Centre with the	Lakefield Equestrian Centre & Caravan Park, Lower

	Riding for the Disabled Association providing riding therapy & physical development for pupils.	Pendavey Farm, Camelford, Cornwall, PL32 9TX enquiries@lakefieldcaravanpark.co.uk Tel: 01840 213279
Sound Waves Music Therapy	Music therapy sessions are highly interactive communication sessions where pupils can take the lead. Each session provides an environment where even the slightest communication is easily observed and can then be built upon. It is a time when pupils can develop their responses and positive interactions with increasing confidence in a trusting relationship with the music therapist. Pupils can make choices in their own time in a much freer way than the structure of a more formal teaching session allows giving them a feeling of independence and control. Pupils also have the opportunity to focus on their social interaction and play skills, developing positive turn taking and sharing skills.	Our Music Therapist is Mike Hewitt For further information contact: Judyth Gwynne, Chairman SWSW 8 Ocean View Road Bude, Cornwall EX23 8NW 01288 354301 info@soundwaves-sw.co.uk

How we handle complaints about SEN provision

We hope that any complaints will initially be raised with the class teachers and / or SENDCO and that we will be able to act together to make necessary improvements. The Headteacher is available to speak with parents/carers and pupils who would like to discuss issues further. More formal complaints may however be made to the North Cornwall Learning Trust (NCLT) Board of Trustees via the school office.

Cornwall's Local Offer can be found on:

The Cornwall Family Information Services (FIS) website: <http://cornwall.childrenservicedirectory.org.uk>

Answers to Frequently asked Questions

Below are examples of questions that parents may ask a school. Schools are encouraged to create their own questions with the parent/carers of children or young people attending that school.

Who can I contact for further information?

For further information please contact the SENDCo, Karen Stringer, or the Headteacher, Mrs Anne Howard at school on 01840 212376.

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

Parents/carers, who believe that their child's needs are not being met, are asked to:

- Arrange a meeting with the class teacher to raise your concerns.
- Talk with the SENDCO to address the issue or concern.
- Address the issue or concern with the Headteacher or an alternative member of the Senior Leadership Team.

Where parents/carers feel the issue or concern has not been addressed they are asked to contact the Trustees (see NCLT Website)

The school has a complaints policy, which can be found on the school website.

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

Close tracking and monitoring against National Curriculum age related expectations.

By carrying out additional screenings and assessments or seeking support/assessments outside agencies.

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

Make an appointment to talk to your child's class teacher to express your concerns, they will signpost you accordingly.

Who/what is responsible for the progress and success of my child in school and matching the curriculum to my child's needs?

A close partnership must exist between yourself and the class teacher.

How will school staff support my child?

Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly

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

By Termly data and target sheets.

Attending Parent Evenings and speaking to your child's class teachers regularly.

What specialist services / SEND training and expertise are available at or accessed by your school?

Please refer to the family information service website (<http://cornwall.childrensservicedirectory.org.uk>) or talk to the SENDCo regarding additional services. All staff receive regular and appropriate SEND training as required.

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

All children are involved in all activities where appropriate and suitable support put in place accordingly. All environments are made accessible and risk assessments are carried out accordingly.

How will school prepare and support my child through the transition from class to class, key stage to key stage and beyond? Regular and thorough transition activities are provided for all children throughout the summer term and beyond.

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

This is dependent on your child's need, funding provided and what is appropriate and right at the current time for your child in close consultation with all involved with your child (outside agencies, family partnerships, teachers and all school staff)

How is your School Offer reviewed?

Annually in consultation with the board of trustees.

Scheduled review date September 2026 or throughout the year as changes occur.