



Mylor Bridge CP School “The Best We Can Be”

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

- To provide a rich, stimulating, and creative learning environment in which all children are motivated to aspire and are enabled to reach their full potential.
- To ensure the inclusion of all pupils.
- To create a friendly, caring atmosphere where all are valued and listened to, adults and children alike.
- To involve parents/carers as partners in their child’s learning experience within the school community.
- To develop and maintain inter-school liaison for ease of transition from Pre-School and then to Secondary School.
- To provide strong links between the school and the community to ensure collaborative support and success.
- To support the professional development of all staff.

Link to Special Educational Needs Policy – Accessibility Policy - Link to Equality and Diversity Policy

Jude Osborne is SENDCo and enquiries can be made to her or the Headteacher on: 01326 373724 or senco@mylor-bridge.cornwall.sch.uk

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 relationship between adults and children in school are based upon mutual respect. Personal, Social and Health Education (PSHE) and Citizenship is taught across the curriculum	Each class has at least one teacher and teaching assistant. This enables group work and interaction to take place on a regular basis.	We have an Early Arrivals Breakfast Club where the children are supervised in a safe environment and have the chance to ‘chat’ to

<p>and isn't necessarily taught in a separate subject or in isolation. Circle Time provides an opportunity within the class to discuss issues of particular importance to children.</p> <p>The School Council provides a forum to air and respond to matters of importance to children. Each class in Key Stage 2 has two representatives and a secretary from Year 6. Children's reading records are used as a two-way communication between school and home. Our curriculum includes an element of pupils' choice whenever possible - e.g. a variety of homework activities to choose from.</p>		<p>teaching assistants before the start of the school day.</p> <p>The Headteacher meets and greets every child at the school gate on most mornings and there is also a chance for parents/carers to talk to her and liaise with the children's class teachers.</p> <p>The school works with partner agencies to meet individual needs. School can also 'signpost' services (such as the family information service) to parents and carers. There are also leaflets in the foyer of the school for parents to collect.</p> <p>Parents/carers and children's views are sought during termly APDR meetings.</p>
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2. Partnership with parents and carers

<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> 
<p>We offer an open door policy where parents and carers are welcome any time to make an appointment to meet with the Headteacher, the Class Teacher or SENDCo to discuss how a child is getting on. We can offer advice and practical ways to help at home.</p> <p>We believe that a child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly,</p>	<p>School booklets about support for pupils are given to parents and carers if needed. They are also available in the school's foyer area. There is a notice board outside in the playground detailing support available and courses aimed at families where there may be individual needs.</p>	<p>If a child is on the Record of Need he or she is monitored using a cycle of Assess, Plan, Do and Review (APDR) which sets out individual targets. Parents, child, class teacher and SENDCo discuss the targets and parents/carers are given a copy of the APPDR for each term.</p> <p>The SENDCo is in school every Monday, although this can be flexible if a child/parent/specialist requires a different day. The best time to see her is with an</p>

<p>especially if a child has special educational needs.</p> <p>Children take home a reading record daily so that comments from parents and teacher can be shared and responded to when needed. In the first term all parents/carers are invited into a Parent's Information Evening and at the end of each half-term and 'Open Afternoon' is held when parents/carers are invited into their child's class to look at work for the half-term. Formal parents'/carers' meetings are held during the Spring term. Other curriculum meetings may be held throughout the year. The school newsletter informs parents of information they need to know and it is published on the school website.</p> <p>Each child receives a report in July and parents/carers are invited to respond to the teachers' comments.</p> <p>The Fundraising Committee is made up of parents/carers throughout the school and is very active and always welcomes new members. Parent governors seek to represent the views of parents on the governing body.</p> <p>There are informal parents' coffee mornings which include discussions about the 'Incredible Years'. Reception parents have the opportunity to attend Autumn 'settling in' chats with the Class 1 teacher. The school administrator is available daily to respond to parents' queries and liaise between teachers and parents to arrange meetings.</p>		<p>appointment or for more urgent enquiries, speak to the head teacher. If advice is requested from outside the school – e.g. from an Educational Psychologist or Speech and Language Therapist – parents are informed, invited to meet the specialist and give a copy of written reports.</p> <p>A list of services we currently work with is listed below.</p>
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3. The curriculum

<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> 
<p>The Foundation curriculum forms the basis of work in the Reception Year. From Year 1 we teach all subjects of the National Curriculum and Religious Education to all pupils. In the mornings, we focus on Numeracy and Literacy. Our curriculum is topic based and we ensure progress through the curriculum Extra-curricular activities on and off site take place after school or during lunch times. These change throughout the year and may be aimed at specific year groups, or the whole school, such as our trip to 'Eden Project' for ice-skating and whole school end of year walk/picnic.</p>	<p>Within each class, there is daily targeted support for groups of pupils in Literacy and Maths during these lessons.</p>	<p>Teachers and teaching assistants work collaboratively to make adaptations to the curriculum for individuals who may need it to enable the school to be fully inclusive. Children with SEN are included in all areas of the curriculum. For instance specific arrangements may be made for a child with autism who finds assemblies difficult, so that he or she can participate alongside peers. Individual arrangements may be required when there are off-site activities or residential visits (camps). Guidance from relevant professionals is taken into account. For instance, if the needs relate to a physical or medical condition, health specialists' advice is followed. Additionally, support is given to those children with medical needs, such as, administering medications, and/or checking equipment that children may need, e.g. hearing aids.</p>

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> 
<p>All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs and abilities. This includes challenging more able pupils. Typically this might mean that in a lesson there would be three different levels of work set for the class; however on occasions this can be individually differentiated. Teachers follow a continuous cycle of planning, assessing and reviewing lessons to ensure progress of all pupils.</p> <p>The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Strategies to support children with dyslexia are employed in each class to the benefit of all children, e.g. using colour backgrounds on interactive whiteboards. Regular assessments are made to track progress. The marking of children's work throughout the school gives clear guidance for the next steps children need to make progress. KS2 pupils also have their targets inside their books so that they can monitor their progress independently.</p> <p>We are committed to outdoor learning and make the most of opportunities, on and off the school site, to take lessons outside.</p>	<p>In the Early Years stage and Key Stage 1, children are divided into year groups for the input of Numeracy and Literacy lessons. This works particularly well with phonics groups and booster groups according to the stage they have reached.</p> <p>Books in the Accelerated Reading scheme (AR) are provided for all children throughout KS2 and some children in Year 2. Their progress is closely monitored and this scheme has proved very successful and motivating for all children involved. There are weekly opportunities for the children to use the school library.</p> <p>FUNS PE- is a physical programme to develop gross and fine motor skills and is provided for specific children.</p> <p>FUNS PE is used throughout the school daily.</p>	<p>Children who are on our Record of Need will have specific provision aimed at their needs; for example: Precision Teaching, daily reading, Toe by Toe and Phonological Awareness. The provision is flexible and could be long-term and ongoing or for a limited period. In cases where the need is greatest (those with an Education Health Care Plan), children may have additional support in the form of teacher or teaching assistant time. This may be 1:1 or small group, usually within but sometimes outside the classroom. Advice and guidance from outside agencies is taken into consideration when meeting the needs of these pupils as well as consultation with parents/carers.</p> <p>Specific resources may be provided such as sensory cushions, standing tables, coloured reading overlays, iPads or computers, along with the software needed for specific needs.</p>

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> 
<p>We aim for children to become independent learners, well prepared for the secondary phase of education when they leave Mylor Bridge School in Year 6. Children are expected to take more responsibility for their own learning, their behaviour and their possessions as their age increases. Within each class, monitors take responsibility for different jobs. A vote is taken for representatives from each on the School Council in KS2.</p> <p>The Accelerated Reading programme requires children to make decisions as to when they are ready to quiz a book.</p> <p>Trips and camps, especially residential visits, promote the skills of independence.</p> <p>Good behaviour for learning in classrooms is promoted.</p> <p>Pupils throughout the school take on responsibilities to promote independence, such as classroom helpers, tuck monitors, and attendance monitors.</p> <p>We have many fundraising opportunities which the children instigate and organise, such as Food Bank, 'Hat Day' and 'Children in Need' etc.</p>	<p>Social story groups are used for specific groups of children.</p> <p>Role-play and puppet work are used with the children to act out scenarios where nurturing and social and emotional skills need developing.</p> <p>Within the class, teachers and teaching assistants foster independence, whilst supporting children with their ongoing needs.</p>	<p>We recognise that children who have particular needs – linked to learning, physical, behaviour or emotional difficulties – will need additional and specific support. However, the expectation is that all children need to be as independent as possible for future social and emotional well-being. This is achieved through clear guidance and boundaries as to what is expected and emphasis on the child's use of strategies which will help to achieve this. During play and lunch breaks members of staff monitor children who find these times particularly difficult. All staff are available throughout these periods of time to settle any children that need additional support. Some children are given additional visual reminders as prompts to facilitate independence.</p>

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> 
<p>Personal, Social and Health Education (PSHE) and Citizenship is taught across the curriculum and isn't necessarily taught in a separate subject or in isolation.</p> <p>All classes have 'Circle Times' when children listen to each other and make feelings known.</p> <p>There is a buddy system to settle new children into our school.</p> <p>The School Council is a forum when children's views can be expressed by their peers.</p> <p>Assemblies are used as a time to celebrate achievement.</p> <p>Family Information Service is available to support all families.</p> <p>A healthy lifestyle is embedded within the curriculum.</p> <p>Extra curricular clubs encourage children to lead a full and active life. There are numerous sports clubs, art club and homework club for KS2 and Huff and Puff and Science for KS1.</p> <p>Before school club is available to all.</p> <p>FUNS PE and brain breaks are encouraged and used throughout the day.</p>	<p>Healthy eating is encouraged. Parents/carers are asked to provide a healthy packed lunch. And morning snacks.</p> <p>All KS1 pupils have the opportunity to have fruit at morning break time.</p> <p>There are many opportunities for groups of children to take part in activities that are run in conjunction with Penryn College.</p> <p>Junior Leaders are trained Year 6 pupils who support younger pupils at break and lunch times.</p> <p>Braingym activities are used at the start of some lessons to ensure the children are in a positive frame of mind for learning.</p>	<p>There are teaching assistants and teachers in the school who have an expertise in supporting children with emotional and social difficulties. Some of these children may be offered 1:1 or small group opportunities to help them with specific difficulties. Resources in school such as Social Stories may be used.</p> <p>This year we have provided swimming opportunities and times with a therapy dog and therapy pony, Foxy, to support a child's emotional needs.</p> <p>The school nurse is available to discuss health issues with a family, such as: sleep routines and toilet training.</p> <p>If a child has a specific health need, we make special arrangements for this where possible.</p>

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> 
<p>Residential opportunities take place for children from Year 3 onwards.</p> <p>Extra-curricular activities can offer opportunities to interact with children from other classes; such as World Book Day and puzzle afternoons.</p> <p>Circle time allows children to raise social issues and discuss them in a safe environment.</p> <p>Daily activities in each class involve social interaction – e.g. paired or group discussion is an integral part of many lessons.</p> <p>Events which involve school and community (such as the May fair, harvest festival, coffee mornings and musical events) promote interaction across the age groups.</p> <p>We recognise the importance of anti-bullying strategies at all times but these are particularly highlighted throughout assemblies and class circle time. Parents/carers are invited to share school lunchtimes on particular occasions.</p> <p>Celebration Assembly each Friday afternoon – parents welcome.</p>	<p>Junior leaders from older Year 6 organise break time games and activities.</p> <p>Social skills groups may take place, for example Lego Club.</p> <p>Children working in a group with an adult (e.g. during literacy) may also have a social interaction or speaking and listening element as an objective, particularly in the foundation and Key Stage 1 years.</p> <p>Whole school lunch time is when different age groups interact socially and the older children assist the younger ones.</p> <p>Junior leaders interact with younger children.</p> <p>Extra-curricular leagues for football, netball and basketball etc. allow for opportunities to join other schools, in competitive contexts.</p>	<p>For the minority of children for whom there is a significant and additional need, outside agencies are involved.</p> <p>1:1 supervision at break and lunchtimes and trips may be necessary.</p>

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> 
<p>The school is single storey. There are ramps which make all areas accessible to everyone including wheelchair users. The outdoor learning classroom in the school grounds is an alternative environment to the main school.</p> <p>There is a toilet suitable for people with disabilities, with a rise a fall changing bed.</p> <p>There is a lift access in the library area where there are 5 steps for moving in and out of the playground.</p> <p>The outside area is accessible to all as a play and learning environment. There is a playground and sensory garden which is located at the rear of KS1, which all children have access to.</p> <p>Rules about behaviour and risk assessments make the building and grounds as safe as possible. There are trained first aiders in case of injury.</p> <p>Opportunities to use the outdoor environment are taken.</p> <p>Our creative curriculum reflects the world around us and displays reflect a range of people, religions and cultures.</p> <p>We are fortunate in having 2 playgrounds, the younger children use one and the KS2 children use the other.</p>	<p>Junior leaders are trained to tell an adult if a younger child has come to them with a problem. Children's concerns are responded to – e.g. Raised at School Council meetings.</p>	<p>Specific resources and adaptations to the school are made in the case of individual need.</p> <p>Specific arrangements are made for individual pupils – e.g. in the case of allergies or other medical conditions.</p> <p>Specific risk assessments are made for some individual pupils – e.g. when swimming or when going on trips outside the school.</p>

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> 
<p>The Class 1 teacher liaises with pre-school staff prior to transition, and other settings. The Class 1 teacher provides structured opportunities to make transition smooth by having a series of induction morning and open afternoons for new parents/carers and the children. The Y6 teacher and SENDCo liaise with representatives of all secondary schools to which children transfer. Pre-school children have planned opportunities to come into the Reception class prior to formal entry. Parents are involved in this process. Planned transition activities take place during the summer term with each receiving school. Parents are informed about these and may have the opportunity to become involved. New children are given a 'buddy' to ease the transition. This is also the case when children transfer to our school during the year. 'Meet the teacher' sessions at the end of each academic year give pupils the opportunity to ask questions to their new teacher. Also there are open evenings at the beginning of each term for the parents to meet their child's new teacher and find out about the timetable etc.</p>	<p>For groups of children who need additional transition support, this will be organised with the receiving school. Sports events and festivals (e.g. Inclusion Festivals) prepare children for secondary school. Past pupils and members of the secondary school's teaching staff visit the children in Year 6. The Reception teacher visits children at Mylor Pre-school and she telephones other pre-school settings prior to admission.</p>	<p>The SENDCo liaises with pre-school staff and with the SENDCo of secondary schools to which children transfer. If children transfer to or from Mylor Bridge School during the year, contact will be made with relevant SENDCo of those schools. For individual children who need additional transition support, this will be planned with the receiving school or within our school. For children who have an EHCP, particular focus at Year 5 and Year 6 is given to transition arrangements, during their annual review. A teacher from the receiving school is always invited to take part in the transitional meetings. Possible transition difficulties may be addressed through a child's APDR/IBP or through meetings with parents/carers and the child.</p>

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Service	Educational Psychologists assess and observe children and assist school with meeting the needs of identified children on the Record of Need. They may write reports following a visit. When an Educational Psychologist sees a child in school, parents are informed and invited to a meeting. Educational psychologists also give training to teachers.	Dr Roosje Rautenbach Tel: 01872 322222 Cornwall Council Together for Families Educational Psychology Service, New County Hall, Treyew Road, Truro, TR1 3AY
Dyslexia Service	Dyslexia Advisers may be called in to observe a child in class and to help the school and parents devise strategies for support. Advisers run courses and can help with whole staff training. They are involved in helping schools to become 'dyslexia friendly'.	Cognition and Learning Advisers Telephone: 01726 226882 Email: cognitionandlearning@cornwall.gov.uk
Physical and Medical Needs Advisory Service	This service offers support for children who have a physical disability and may provide special equipment.	Physical and Medical Needs Advisor Melinda Leishman physicalandmedicalneeds@cornwall.gov.uk
Speech and Language Therapy Service (SALT)	Speech and Language Therapists assess children to determine their speech and language difficulties and review progress. Goal sheets and advice are provided for schools and parents.	Jack Cortis Falmouth Health Centre Trevaylor Road Falmouth Tel: 01326 434781
Occupational Therapy Dept, RCH	Occupational Therapists observe and assess the needs of specific children and give advice as to the support needed at school and at home. Sometimes they provide specialist equipment.	Royal Cornwall Hospital Treliske Truro TR1 3LJ Tel: 01872 250000
Physiotherapy Dept, RCH	Physiotherapists observe and assess the needs of specific children in terms of physical development and give advice as to the support	Royal Cornwall Hospital Treliske Truro TR1 3LJ

	needed at school and at home. They may provide a programme of exercises to follow.	Tel: 01872 250000
School Nurse	Height and Weight check for Reception and Year 6, available for consultation.	Health Visiting and School Nursing Message us at: 07312 263 096 - young people aged 11-19 07312 263 423 - parents / carers children aged 0-5 07312 263 499 - parents / carers young people aged 5-19 01872 324261 hvsnadvice@cornwall.gov.uk
Vision Support	All children in the Reception Year have a vision screening test. Professionals offer advice to overcome barriers to education Due to loss of or partial vision.	Vision Support Team 01872 324140 sensorysupportservice@cornwall.gov.uk
Hearing Support	All Year 1 children have a hearing test. Professionals offer to work with children in school and provide advice linked to educational issues arising from hearing difficulties; including correct use of equipment.	Hearing Support Team 01872 324140 sensorysupportservice@cornwall.gov.uk
Autism Advisors (ASDAT)	Assess and observe children and assist school and families in meeting the needs of children with autistic spectrum.	Autism in Schools Team 01579 341132 autismteam@cornwall.gov.uk
Child and Adolescent Mental Health (CAMHS)	Professionals assess children who have been referred to them for an emotional or health need. They diagnose conditions such as ADD or ADHD. Support is sometimes provided for schools and families following diagnosis.	Call St Austell on 01726 873 292. Call Truro on 01872 246 980. Email the CAMHS Mid Referrals Team https://www.cornwallft.nhs.uk/camhs-referrals
Medical professionals	GPs and paediatricians may provide reports for schools which give information and sometimes guidance.	
Social Care	Children and families may have a family support worker (FSW) who can offer support at home and/or at school.	Multi Agency Referral Unit 3 North County Hall Treyew Road

		Truro TR1 3AY 0300 1231 116 multiagencyreferralunit@cornwall.gov.uk
Healthy Schools Team	Provide INSET to support Healthy Schools	Healthy Cornwall Phone: 01872 324200 Email: healthy.cornwall@cornwall.gov.uk

Answers to Frequently asked Questions

Below are examples of questions that parents have asked at school. If there are any more questions that you feel should be included here, please let the school know and they will be added.

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

Teachers monitor children's progress in all areas of learning carefully and refer any child they have concerns about to the SENDCo or Head Teacher. Children are assessed informally on a day-to-day basis but also by using more formal assessments during each term. Pupils have end of year targets and are aware of them; they are encouraged to work towards these targets but if they are not making the expected progress for any reason then this will be highlighted and parents/carers are informed. If advice from outside agencies is required, then the SENDCo will request support after gaining parental consent. This is also the case for the Assess, Plan, Do, Review Cycle or Behavioural Plans (APDR/IBP) after discussion with the parents/carers.

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

Your initial concerns should be discussed with your child's class teacher. If you remain concerned, please contact Miss Jude Osborne SENDCo at the school .

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

Class teachers, supported by Higher Level Teaching assistants (HLTA) and teaching assistants (TA) plan for and monitor the progress of all pupils. The Head Teacher takes an active role in ensuring each pupil does as well as they can within school and the SENDCo has the role of monitoring the progress of those children with a particular need. Parents and carers play a crucial role in supporting the school and their child to ensure the consistent nurture and support is in place.

4. How will the curriculum be matched to my child's needs?

We use a broad and balanced curriculum which is cross-curricular and takes into account the needs of individual children. It involves many opportunities for 'hands on' learning and speaking and listening activities to boost self-confidence; this also takes into account the children's range of learning styles.

5. How will school staff support my child?

We are a very nurturing school and have a strong sense of community. The type and amount of support your child will receive will depend on their needs, age and task they are carrying out. Every member of staff strives hard to support children in becoming independent and confident, not only academically but socially and emotionally.

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

Every child receives an end of year report. Those children on the SEND register of need have an APDR, which is updated termly and there is a chance to discuss this with the class teacher and the SENDCo at the time. The children also have input into their learning within the APDR cycle. We hold regular open afternoons which also gives you the opportunity to look at your child's work and discuss any concerns you may have. We have an 'open door' policy and all the teachers are happy to make time to talk to you about your child at the beginning or the end of the school day. If you wish to discuss a matter at more length with your child's class teacher or SENDCo, contact the office to make an appointment. The school website also has useful links to give guidance and support.

7. What support will there be for my child's overall wellbeing?

All staff, including lunchtime supervisors and kitchen staff collaborate to guarantee that each child thrives and if a problem does arise then all staff work together for a positive outcome in a nurturing way.

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

The school gates are always shut during the school day and all visitors are asked to sign at the office. There are regular fire drills and these are carried out at different times of the day to ensure safe procedures. A register is taken at the beginning of the morning and after lunch to ensure that teachers know where the children are at all times. Parents are required to sign their child in and out of school for appointments during the school day. Safeguarding and health and safety are paramount and there are regular statutory inspections carried out. Governors visit the school regularly to complete audits for health and safety and policies, such as anti-bullying and safeguarding, etc. There are very many opportunities for teachers to discuss safety in school and how children behave and manage themselves while in school. We take the safety of all pupils and adults in school very seriously and the children are aware of this very important matter.

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

Please refer to this section within the SEND school offer.

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

All staff at the school undertake INSET training days. These have included Precision Teaching, emotion coaching, Setting APDR Targets, first aid, Sex and Relationships, medicines in school, cystic fibrosis awareness, autism awareness and dyscalculia, attachment disorder and phonological awareness. Mrs Pallot is the person responsible for Safeguarding; all staff have undergone the most recent safeguarding training. Some members of staff are Makaton trained and Team Teach accredited.

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

As an inclusive school, we give every child the opportunity to take part in all the activities planned for the class. If adaptations need to be made – e.g. for an extra adult to be included to support a pupil, the school puts this in place. All risk assessments are completed prior to trips.

12. How accessible is the school environment?

Our school is fully accessible for children, young people and adults with physical difficulties. We have wheelchair access and a lift, automatic doors and ramps plus the toilets have been adapted to include a rise and fall changing bed.

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

Please refer to Section 9 of the School's offer.

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

Decisions are made by the Headteacher, in consultation with the senior management team SENCO and governors.

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

Children who have a Statement of Educational Needs (currently being phased out) or Educational Health and Care Plan will often have a number of hours teaching assistant support, depending on the level of need. Children who have been identified as having special educational needs receive additional support from the teachers, teaching assistants and or SENDCo. Decisions about deployment of staff are made at a classroom level by a teacher. The Headteacher, in consultation with senior management team SENCO and governors, makes decisions about staffing within the budget available. A collaborative approach is employed about the type and level of support. Each half-term, every pupil on the Record of Need is discussed by staff. Adaptations to the support is flexible and may be increased or decreased.

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

Please contact Miss Jude Osborne, the SENDCo, Mrs Pallot the Headteacher, or Ruth Green, the SEND governor.

17. How is your local offer reviewed?

The school's offer will be formally reviewed by staff and governors during the Autumn term each year; when any new updates to national policy will be included. Any parents/carers wishing to contribute to this review are welcome to contact us at school.