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Coads Green Primary School

Special Educational Needs and Disabilities Local Offer

Offer approved by Local Governing Advisory Body: **November 2026**
Offer Next Review: **October 2027**

An **Daras** Multi Academy

Coads Green Primary School

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

Our local offer details the provision that we provide within the Academy and the services that we access in order to make the best endeavours to meet the needs of all children within the school, including those with additional needs and disabilities. This offer links with Coads Green Primary School's Improvement Plan and the Pupil Premium Improvement plan. It details the provision offered by the Academy, links to the performance management of all staff and ensures that the Academy Budget shows value for money. This plan details the provision we have in place to ensure that your child is included in the school's long-term aim, to be in the top 10% of schools Nationally. All staff and the Governors are involved in monitoring and evaluating the provision provided annually and are responsible collectively for the successful implementation of the offer to ensure success and achievement for all pupils including those with additional needs and disability. The plan links directly to our Special Educational Needs, Equality and Diversity and Pupil Premium Policies and encompasses the vision provided within these policies. The offer is monitored closely through evaluation on a regular basis by all involved. All staff are provided with relevant and appropriate training in order to ensure that they are taking their best endeavours to ensure that the offer detailed is being met at all times.

Coads Green Primary School acknowledges that children with SEND may have faced multiple barriers to learning over the period of school closure due to the impact of Covid-V19. Applying the principle of equity, our team will consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning. We will ensure we maintain a humane approach concerned with the fundamental wellbeing and positive development of our pupils.

Link to SEN Information Report:
Coads Green Primary School website in policies section

Link to Special Educational Needs Policy:
Coads Green Primary School website in policies section

Link to Access to Education for Pupils with Medical Needs Policy:
Coads Green Primary School website in policies section

Link to Equality and Diversity Policy:
Coads Green Primary School website in policies section

Link to Accessibility Plan:
Coads Green Primary School website in policies section

Link to Inclusion Policy:
Coads Green Primary School website in policies section

Link to Pupil Premium Policy:
Coads Green Primary School website in PPG section

Link to Spiritual, Moral, Social & Cultural Policy:
Coads Green Primary School website in policies section

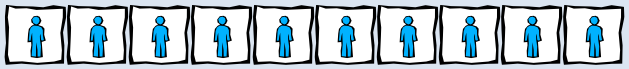
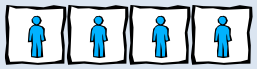
Name and contact details of the Special Educational Needs and Disabilities and Inclusion Coordinator:

Mrs Sarah Reid - Coads Green Primary School **- 01566 782303,** sreid@andaras.org **.**

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The levels of support and provision offered by **Coads Green Primary School**

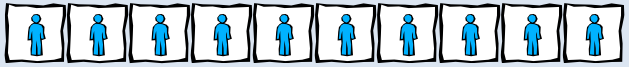
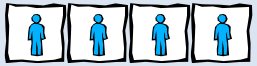
1. Listening to and responding to children and young people

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 is actively sought and highly valued.
• Student voice is represented across all year groups and influences all our decision making regarding their learning, indoor and outdoor environments, rewards, events and activities.
• Student voice is actively sought through: school and class councils, focus groups, pupil conferencing and questionnaires.
• Positive behaviour approach principles underpin our approach to working successfully and being in relationship with all children in our school.
• Pupils from each class are represented on the Pupil Forum (School Council)
• Pupil Forum views and opinions gained during the interview process for all appointments.
• Pupils have the opportunity to share their opinions through evaluation of events and end of term reviews as part of class work.
	• SEND is represented at SLT level.
	• Pupils with SEND are included in all consultation groups.
	• Where appropriate, additional provision will be arranged in response to:
	• Termly tracking / school data,
	  ○ Pupil premium
	  ○ Questioning
	  ○ Rate of learning progress
	  ○ Target group reviews
	  ○ Teacher concerns
	  ○ Adult observations
	• Where necessary, the views of some of our pupils will be considered when completing Positive Support Plans and/or through a pastoral / healthcare plan.
	• Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met activities on a small group basis and support from Education Mental Health Practitioners (EMHP).
		• Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents.
		• All individual support will be carefully planned for with the aim of developing independent learning skills and/or self-help skills.
		• Our pupil's views are an integral part of Early Support /Child in Need / CP meetings and EHCP SEN Reviews
		• Our pupils are supported through individual needs centred planning, target and outcome setting.
		• Alternative curriculum planning for pupils in need of this provision
		• Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through activities on a 1:1 or small group basis.

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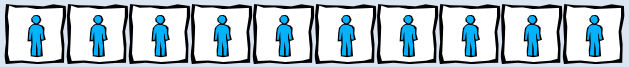
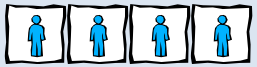
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The school makes best endeavours to work in partnership with all parents and carers. • The parents/carers are invited to attend parent/carer evenings. • A yearly questionnaire takes account of parental views about the school. • Parent/carers know exactly who to contact if they have any concerns. • The virtual learning environment, and/or website enables parents/carers to understand what their child is learning. • Parents and carers are informed about the progress of their children through: Parents' evening - termly Consultation days End of Year reports • Parents/carers are invited to open sessions within the school: sharing assemblies for their child; work sharing events; sports days; class trips etc. • Positive behaviour principles underpin our approach to working successfully and	• Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities. • Parents/Carers are encouraged to attend information sessions to support their young person at home regarding: ○ Parenting skills ○ Literacy ○ Numeracy skills ○ Independent homework ○ Skills to support with learning at home. ○ Family services • SENDCo is available to support parents. • Parents are able to contact the school at any time about concerns. • Referrals to a range of available family services are made through the SENDCo/Head. • Parents are invited to contribute to their child's Individual Provision Maps in order to set new targets / reviews for their child.	• The views and opinions of Parents/Carers are actively sought through Early Support, Child in Need, CP meetings and EHCP SEN Reviews • Advocacy is available to ensure the Parents/Carers are fully able to communicate their views and opinions. • All documentation is presented in a format that is accessible to individual parents. • Translated versions of letters etc are available upon request. • Where appropriate, Parents/Carers are encouraged to join in with school trips or activities. • Parents are encouraged to engage in 1:1 reading and support with home activities. • Parents are supported in liaising with outside agencies e.g. Family Support, Educational Psychologists, ASD Team, School Nurse, Occupational Therapists • Home-school books are used to share information and successes as required.

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being in relationship with all parents / carers		

3. The curriculum

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

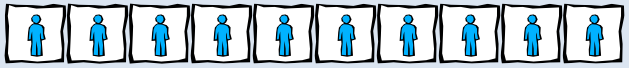
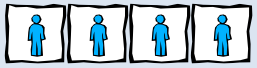
• The curriculum is designed to ensure the inclusion of all our pupils and teacher planning reflects this.
• All our pupils, regardless of their ability and/or additional needs have full access to the curriculum.
• Assessments (including dyslexia testing / cognitive ability tests etc.) are used to identify students who need specific interventions.
• English, Maths, Speech and Language intervention programmes are available and our pupils' access to them is based on our current and robust tracking system.
	• Intervention packages are bespoke, and needs led.
	• The progress of students taking part in intervention groups is measured on a regular basis.
	• The intervention packages are adapted in light of student progress.
	• Small group intervention includes:
	  ○ Response to marking.
	  ○ Times Tables challenge groups.
	  ○ Developing writing Skills
	  ○ Developing Comprehension Skills
	  ○ Handwriting (fine motor skills)
	  ○ Numeracy Catch-Up / Numicon
		• Pupils are supported in following their interests and activities regardless of their SEN and/or disabilities.
		• Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.
		• In exceptional circumstances pupils can be dis-applied from some subjects. This must be agreed by all involved.
		• Our pupils are supported through individual needs centred planning, target and outcome setting.

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• Regular enrichments events for all year groups throughout the academic year to support class topics / themes. • Residential experiences offered for Yr5 and Yr6 pupils. • Initial screening in place for focus groups using WellComm, BPVS (British Picture Vocabulary Scale). • Accelerated reader scheme.	○ Speech and Language Groups ○ Reading support ○ 1:1 Talk Time ○ Memory Games ○ Lego Therapy ○ SEND Precision Teach support ○ Access to Lunch Time Support ○ RWI Phonics skills ○ Fun Fit/Large movement activities(Gross motor skills)	• 1:1 speech & Language sessions following a Care Plan devised by the Speech Therapist • Inclusion of interventions recommended by outside agencies which may include the Educational Psychologist, Dyslexia service, School Nurse, Occupational Therapist, ASD Team • Dyslexia Screening

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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 

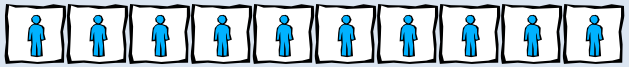
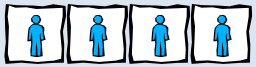
• Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school.
• Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing.
• Staff are aware of the importance of noticing children and being aware of their emotional state.
• The whole school uses a 'dyslexia friendly' and fully inclusive approach to all teaching and learning, where differentiated teaching; tasks and resources support our pupils in achieving desired outcomes to ensure progress.
• The lessons are carefully planned to include clear outcomes and regular progress checks throughout the lesson to ensure all our children are on task and are being challenged to meet their potential.
• Different level groupings are identified for each class and our pupils are made aware
	• All staff are trained to and are encouraged to support the emotional wellbeing and health of pupils.
	• Class teachers and Support Staff share information and lesson plans to ensure that students with SEND have targeted support, provision and access to quality resources to support independent learning.
	• Learning Support Staff/Class Teachers work with small groups to:
	  ○ Ensure understanding
	  ○ Facilitate learning
	  ○ Foster independence
	  ○ Keep students on task
	  ○ Assess progress
	  ○ Inform future planning
	• Pupils are supported in the classroom by their teacher and /or LSA and also to have opportunities to work independently.
	• Independent pupil learning is supported by the use of technology for example:
	  ○ Computers
		• Support from the teaching team/support staff to meet the emotional needs of individual children.
		• Personalised, highly differentiated and well-resourced work tasks enable all our pupils to access or work towards independent learning.
		• 1:1 support may be in place for students who need more intensive support and include specialised support for those who may have:
		  ○ Physical disability
		  ○ Sensory need
		  ○ Speech and language difficulty
		  ○ Autism (ASD)
		  ○ Severe literacy difficulties
		  ○ Severe Numeracy difficulties
		  ○ Global learning delay
		  ○ Severe Social, Emotional & Behavioural needs
		  ○ Medical needs
		• We actively engage with our ADMAT schools, other educational sites and a range of professional services to ensure

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that at least some of the time they will be seated in ability groups. • Learning objectives are displayed and discussed. • Differentiated success criteria are displayed and included on planning. • Our pupil's work is regularly marked in tickled pink (showing success) and green for growth (showing targets) • Our pupils receive regular feedback, both verbally and in writing about their achievements and next steps in their work. • We strive to ensure that all our pupils know their 'next step' skill target in English and Maths and understand how to evidence it in their work. • Targets are reviewed regularly, and children are taught how to monitor and evaluate their work and the work of others. • Our pupils have access to work that shows how their 'next step' skill looks in writing and in math. • Working walls are used in every classroom and are easily accessed by our pupils. • A variety of technology is available to support teaching and learning. • Classes are typically supported by LSAs for both academic and emotional needs.	○ Talking tins ○ iPads • Individual targeted questioning is used to scaffolded learning. • Special test arrangements (Access arrangements) for Year 6 SATs e.g. readers, additional time, scribes	we can provide the most appropriate support for our pupils and their families. • Personalised visual timetable for learning needs • Other educational sites and professionals accessed for advice and support on teaching and learning.

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5. Self-help skills and independence

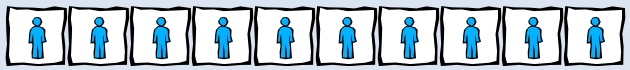
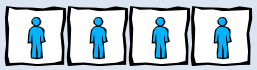
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult for help. These include:
  ○ Peer to peer support
  ○ Sourcing classroom resources
  ○ Selecting and using a range of appropriate tools
  ○ Developing thinking and problem-solving skills
• Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include:
  ○ Word / sound mats / flash cards
  ○ Hundred squares/number lines
  ○ Maths resources
  ○ Talk tins
  ○ Coloured overlays where appropriate
  ○ Pencil grips where appropriate
  ○ Word Banks
• Visual timetables are on display in class-rooms to aid independence.
	• Where Learning Support Assistants are in the classroom, they facilitate independence.
	• Our pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers.
	• Our pupils have access to the following if appropriate:
	  ○ Differentiated resources
	  ○ Multi-sensory resources
	  ○ Visual timetables
	  ○ Personalised task boards
	  ○ Prompt cards
	  ○ Time out systems
	  ○ Visuals
	  ○ Now / Next boards
	  ○ Spot-timers, sand timers
	  ○ Ergonomic pencils, chunky pencils, pencil grips
	  ○ Fiddle toys as required
	  ○ Wobble/sensory cushions
	  ○ Range of resources to support mental health, feelings, classroom feelings thermometers.
		• Where appropriate, Support Staff who work 1:1 with our pupils encouraging them to be very specific about what they need help with and what they have already done to find help themselves. We encourage the use of:
		  ○ Peer to peer support
		  ○ Learning areas
		  ○ Specialised resources
		  ○ Self-checking
		  ○ Use of highly differentiated toolkits etc.
		• We will ensure that our pupils who require a high amount of support will have that support delivered by different adults throughout the day/week. This will ensure our pupils build resilience and self-coping strategies to enable them to cope when and if a member of staff or their teacher is absent.
		• A range of personalised resources will be available to support our pupils, such as:
		  ○ Personalised visual timetables
		  ○ Now and next planning boards

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• All KS2 children have access to a regular homework club where help and access to a computer is guaranteed. • All children have access to our Whole School Positive Behaviour System and staff are trained in and implement de-escalation strategies throughout the school. • Residential trips in Yr 5 and 6 challenge and encourage the development of age-appropriate self-help skills. • Adults are aware that children who are emotionally healthy are more able to develop self-help skills and independence.	○ Widget symbols ○ Individual workstations	○ Task cards ○ Communication Prompts / visuals ○ Individual workstations (in and out of class, if appropriate) ○ Individual behaviour support plans ○ Health care plans ○ Intimate Care Plans ○ Risk assessments ○ One-Page Profiles / Individual Provision Maps ○ Sensory Diet ○ Personalised integration plans ○ Tools, furniture adapted to need.

6. Health, wellbeing and emotional support

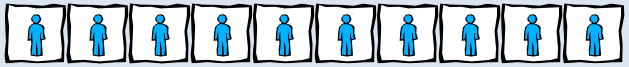
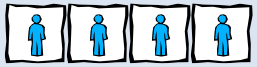
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school. • Staff are aware of the importance of noticing children and being aware of their emotional state. • Staff are aware that every interaction they have with a child is an opportunity to	• All staff are trained and encouraged to support the emotional wellbeing and health of our children. • Our pupils can access a range of targeted, time-limited and monitored groups to address: ○ Self esteem ○ Social skills / Circle of Friends	• Individual screening will be used to assess the emotional needs of individual pupils. • Early support / Child in Need / CP meetings and SEND reviews are supported by a range of agencies and professionals.

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support and develop a child's emotional wellbeing. • PSHE lessons include all pupils. • The SENDCo co-ordinates provision for students with wellbeing, emotional, physical and mental health needs • Peer mentors / buddies / playground pals are encouraged to support fellow students. • Bereavement counselling is available if appropriate. • Risk assessments are updated regularly. • Residential trips in Key Stage 2 challenge & encourage the development of health, lifestyles, wellbeing & emotional resilience. • A wide variety of extra-curricular clubs are offered. • Weekly Celebration assemblies and displays around the school celebrate children's achievement. • Recognition of the ongoing impact of Covid-19 on the emotional stability of some pupils.	○ Life skills ○ Anger management ○ 1:1 Talk Time ○ Lego Therapy • Pupils are encouraged to attend after school clubs; inter and intra-school competitions and activities to develop resilience and emotional well-being. • Workshops/programmes are sometimes commissioned surrounding sport, extra-curricular and creative activity. • Risk assessments are carried out for all activities. • Where appropriate, our pupils are supported through Behaviour Support Plans. • Support for pupils struggling with anxiety following covid-19.	• Additional support for our pupils can be requested by or through: ○ CAMHS ○ Social Care ○ Speech and Language Therapist ○ Educational Psychologist ○ Autism Spectrum Team ○ Occupational Health Services ○ Physiotherapy Services ○ School Nursing / specialist nurses ○ Visual Support Services ○ Hearing Support Services ○ Cognition & Learning Team ○ Physical and Medical Needs Advisory Service ○ MHST • Individualised support is provided for pupils who begin to display signs of disaffection. • Pupils with specific medical conditions have individual health care plans which are shared with all staff. • Access to counselling services (following appropriate referrals) • Access to Penhaligon's Friends for bereavement support (following appropriate referral) • Support for those whose anxiety levels are such that they are impacting on their wellbeing and resilience.

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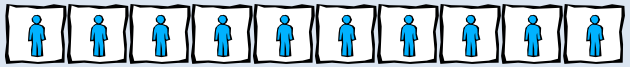
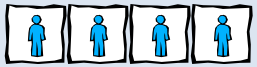
7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Staff are aware that every social interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing. • All students have opportunities for social interaction, regardless of need. • All students belong to an age-related class. • All students are invited on trips and visits regardless of ability or disability. • Residential trips in Key Stage 2 challenges and encourage the development of age-appropriate social skills. • Regular enrichment experiences throughout the year for class groups. • Wild Tribe / Forest School activities throughout the year. • All children have opportunities to participate in whole school events • Pupils have speaking and listening opportunities such as show and tell, storytelling, circle time, pupil's assemblies and assemblies with visitors.	• All staff are trained to and are encouraged to support the social interaction of students. • Peer mentors / buddies for targeted children • Older students take the role of playground leaders to act as 'buddies', encouraging younger children to become involved in a range of games. • Lego/talking groups to target pupils' communication and social interactions and group working skills, as appropriate	• Individual screening will be used to assess the social and emotional needs of individual children and shared with all adults in the classroom. • Teachers/Support Staff use social stories with individual students to manage difficult situations or changes e.g. enrichment visits. • Older students are used to support and 'buddy' younger students with SEND where appropriate. • Additional support from outside agencies as required.

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

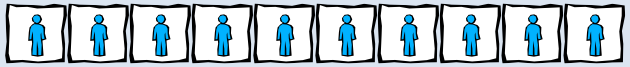
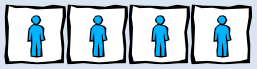
Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		

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• Staff are aware of how the school environment can be used/adapted to suit the emotional and learning needs of children in their class. They recognise that each cohort is different and organise their class environment to reflect this. • All areas of the school are accessible to everyone including those students with SEND. • The school has wheelchair accessible classes and disabled toilet facilities. • Pupils feel safe in an environment where bullying is minimal and dealt with effectively. • There is a named child protection officer, designated safeguarding officer (and deputies) and a named 'Child in Care teacher' in school. • All areas of the school are uplifting, positive, and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards and sanctions system is robust and displayed around the school. • Step edges are painted yellow with non-slip paint for visually impaired pupils / parents. • Hessian backed boards with clear borders to support sensory processing disorders	• Disabled toilets are available in the school. • Chairs and tables of different heights are available. • There are named adults who are Team Teach trained around the school with a rolling programme of training by the ADMAT trainers to ensure that all adults are able to use the de-escalation techniques to promote positive handling. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times. • Coloured enhanced IT screens to ensure work presented is dyslexia friendly. • Pictorial cues, use of Widget symbols. • Visual timetables to support routine and predictability of the school day. • Sensory breaks as required. • Individual workstations as required.	• Staff trained to ensure that the emotional wellbeing of individual children is always being considered. • Specialist equipment in practical lessons enable disabled students to be as independent as possible. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Specialised equipment is used for children where advised by outside agencies. • Individualised social stories to help regulate emotions. • Specialised targeted support from the Speech & Language Therapist, Physiotherapist, Occupational Therapist, Visual, Physical & Medical and Hearing Advisory Teachers (following referrals).

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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 
• There are robust procedures in place to support all our pupils through their key transition phases. • Primary children visit Callington & Launceston College regularly for transition events, especially Yr6. • Secondary staff visit Year 6 prior to transition. • Enhanced transtition and/or taster days for pupils in Year 6 and two induction days for Year 6 students are arranged at their designated secondary placement. • Secondary placements invite specific students to attend summer school. • Transition sessions are arranged for children in each year group or class to experience their new class and meet their new class teacher. • Pre-school pupils are invited into our Foundation class for a range of transition days with and without parents before starting at school. • Meetings are held between the present and the receiving class teacher. • Transition sessions ('Move-up Days') take place within the pupils' new class.	• Buddy or Peer systems are in place for students who are particularly vulnerable at transition. • Pupils who are identified as possibly struggling with transition have additional visits in small groups as required. • A transition passport is put together. • Communication with the transition school is robust. • Adults are aware of the emotional trauma some children experience when moving on to a new class / setting / teacher/ LSA etc. Positive support principals are used to prepare and support children for change. • One Page Profiles for pupils with SEND / specific additional needs identified.	• The Secondary Pupil Support Partner / SENDCo attends Year 5 and 6 annual reviews. • At times a pupil may require a key worker at their secondary school who will support transition visits during Yr6 • Our pupils have a structured and gradual transition package from setting to setting and from year to year. This ensures that they are familiar with routines; key members of staff; running of the school day, environment; geography of the school and transport arrangements. • Our pupils with SEND have extra / enhanced visits to college in Year 6. • Where necessary, our pupils will be supported by an Early support plan to ensure transition planning is robust and meets the needs of the individual. • Social stories/ transition booklets sent home to share with parents.

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• Meetings are held between the present and the next class teacher.		

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early Help aims to ensure that services to support children and their parents are there when they need them.	earlyhelphub@cornwall.gov.uk 01872 322277
Speech and Language Therapy	The speech and language therapist work alongside our school to support children with any speech and language needs. School will assess and monitor speech and language problems. Programmes put in place for the class to follow on a regular basis, with regular support and reviews. SaLT targets incorporated into the IEP where necessary.	Children's Speech and Language Therapist - Launceston Cornwall Partnership NHS Foundation Trust Launceston Community Hospital Link Road Launceston Referrals through the school or GP. Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Teacher for the Visually Impaired	The teacher for visually impaired pupils' works on a needs-based service. The teacher makes recommendations which will outline appropriate strategies to be used within the classroom and liaises with consultants at the hospital.	Alex Hunt - Teacher of the Visually Impaired Cornwall Council -Sensory Support Service Educational Audiology Centre, Priory Road, St. Austell, Referrals through the school or hospital recommendation
Teacher for the Hearing impaired	The teacher for hearing impaired pupils works on a needs-based service. The teacher makes recommendations which will outline appropriate strategies to be used within the classroom and liaises with consultants at the hospital.	Lorraine Agamemnos - Teacher of the Deaf Sensory Support Service Educational Audiology Centre, Priory Road, St Austell Referrals through the school or hospital recommendation

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Physical and Medical Needs Advisory Teacher	The teacher for physical and medical difficulties works on a needs-based service. The teacher makes recommendations which will outline appropriate strategies to be used within the classroom and liaises with consultants at the hospital.	Steve Deacon - Physical and Medical Needs Advisory Teacher Cornwall Council Together for Families 01726 223363 Referrals through the school or hospital recommendation
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP Further information: http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp
Education Mental Health Practitioner (EMHP)	Mental health support for children with a range of social emotional and mental health needs.	Education Mental Health Practitioner Upper Tamar Mental Health Support Team (MHST) c/o Shaw House Porthpean Road St Austell Referrals through the school
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep, support with medical difficulties including Healthcare plans. Provide competency training for staff (feeding, medication etc). Assessing need for incontinence aids.	Referral via school or GP Alison Osborne Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Specialist Incontinence Nurse	Support with toileting programmes. Provide competency training for staff as required	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Social Care	Support for families struggling with care aspects regarding their children	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Family support	Support for families regarding issues within the home which don't relate to care concerns	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEN and works	Referrals can only be made through school

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	alongside the school in helping to support children in need.	
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	Katy Neve - Manager and Senior Educational Psychologist Department of Children, Schools & Families Sedgemoor Centre, Priory Road, St Austell. PL25 5AB Tel: 0300 1234 101/ 01872 323022
Multi-agency professionals: Physiotherapist, Occupational Therapist, Speech and Language Therapist (SaLT), Dietician, Learning disability nurses, Continence nurse	Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports), feeding plans, toileting plans, sensory integration plans, communication plans including the production of communication passports	Through the school
Special Education Department	Responsibility for all statutory requirements relating to Statement of Special Educational Needs or pupil's EHCP	0300 1234100
Passenger Transport Team	Arrange home/school transport. Work in conjunction with the school to produce an up-to-date risk assessment of each child to inform travel plan	Online form on Cornwall Council website
Parent Carer Council Cornwall	The PCC are parents of children and young people under the age of 25; their aim is to meet regularly to provide a united voice by creating a forum for parent/carer views. The PCC works alongside Health therapy, Education and Social Care services.	www.parentcarercouncilcornwall.org.uk 07973763332 07591019548
Coads Green Parent, Teacher and Friends Association (PTFA)	Coads Green PTFA is a registered charity and run by trustees. They are parents, teachers and friend's association which allow them to involve the wider community in what we do. They meet on a regular basis planning fund-raising events to help strengthen the school's community. Through such events they are able to purchase additional resources for the school. Please see the school	Coads Green PTFA chair and secretary can be contacted via the school telephone or school email.

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	website for further details: Welcome to Coads Green Primary School	
SENDIASS - Special Educational Needs & Disability Information, Advice & Support Services	Independent, confidential and impartial advice for parent / carer of a child or young person (aged 0-25) with a special educational need or disability.	info@cornwallsendiass.org.uk www.cornwallsendiass.org.uk 01736 751921
Dreadnaught	Socialisation, anger management, self-esteem, bereavement, domestic violence, abuse, young carer support (this a payable service)	www.thedreadnaught.co.uk 01209 218764
Penhaligon's Friends	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	https://penhaligonsfriends.org.uk/ 01209 210624
CLEAR Support	A Cornwall based charity dedicated to the highest levels of care and support for people of all ages and all genders impacted by abuse and other emotional trauma. Their mission is to help children, young people and adults harmed by abuse and emotional trauma and to prevent abuse from occurring.	admin@clearsupport.net 01872 261147

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Answers to Frequently Asked Questions

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

Close tracking and monitoring against National Curriculum age related expectations. Where a need is identified, school screening will be completed and shared with parents / pupils' outcomes and support offered to support need.

All with an Education, Health and Care Plan (EHCP) are formally reviewed each year (or 6 monthly for pupils under 5 years) during an SEN Review to ensure the EHCP outcomes (long/short term aims) of all learners are upheld and are formally evaluated. This work is undertaken with families and appropriate multi-agency teams who are involved with the child. At these reviews all current outcomes are discussed; future outcomes are agreed and implemented into the next academic year. Throughout the year the teacher / SENDCo continues to monitor and implement agreed outcomes which may lead to a change of / in provision (additional resources allocated, further multi-agency support, change to curriculum offer etc). Any parent / carer is free to make an appointment with the SENDCo to discuss the progress of their child. Interim Reviews can be arranged where necessary.

2. 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

3. 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.
See above (1) re EHCP's.

4. How will school staff support my child?

Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly.
Pupils are supported effectively by the identification of their learning needs strands which allows for the appropriate staffing levels, resources and expertise for the varied and complex needs of the students. The classroom environment, resources and staff expertise required to facilitate learning and progress. Each child receives support matched to their own level of Special Educational Need and on advice of external professionals. This support is monitored closely and adapted as and when necessary.

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

By meeting your child's class teacher regularly and attending open school opportunities.
The school provides each pupil at SEN Support / EHCP with Individual Provision Map (Personal Learning Plans) targets which are agreed with families. These targets are addressed / evaluated on a termly basis by the school; Structured Conversations are held with families to review the progress being

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made towards these as well as any other aspirations for the pupil. Through this careful monitoring the class team, parents and carers can determine the progress being made and identify / agree if such targets need to be changed. Additionally, within these meetings agreements are made to determine how all parties can help underpin the pursuit of agreed outcomes. The school keeps all data associated with pupil progress within their Individual Provision Map.

At the Annual SEN Review / Transition review, the school is required to publish the current academic level of each individual learner within the EYFS, Pre-Key Stage Standards or National Curriculum levels.

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

Coads Green works with a wide range of health professionals and multi-agency teams. For pupils with an EHCP / identified SEND need, additional reports and guidance to help inform future provision and the further support needs necessary. As a result , pupils may be provided with support from a wide range of professionals if needed. Within our day to day working practice staff will implement the recommendations made by such professionals: each child's needs are viewed individually and addressed in light of reports and recommendations made. This ensures we offer and continue to offer personalised learning throughout the 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.

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

As a fully inclusive school, all pupils participate in whole school, curriculum and off-site activities, educational visits out of school. These visits help widen / enhance learning outcomes being addressed in differing learning environments. Visits are pre-planned and form part of the class structured timetable which is sent to parents at the beginning of each academic year. The school website additionally outlines the types of visits each class will make over any academic year on the 'Overview'. The school (at times) needs to ask for a voluntary contribution for such visits; these charges are in line with the schools 'Charging policy' which is detailed on the website and has been agreed by the full Governing body of the school.

For SEND pupils, suitable support is put in place and risk assessments are carried out accordingly. The education out of school policy requires the design of robust risk-assessments to support the health, safety and well-being of all pupils / staff undertaking educational visits out of school. These risk assessments are a requirement for each visit; the school uses Assessnet, which is an on-line system for health, safety and organisational management which submits all risk assessments electronically to county for their scrutiny.

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

For a child with an EHCP / additional needs, as a child enters the school (following the Local Authority's admissions process) the SENDCO will make contact and obtain information to help in a smooth transition of the pupil into school. This will include obtaining all documentation relating to the educational, health and care of the child as appropriate. An induction pack is sent to families which includes information to keep and information to

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provide to the school. Structured Conversations are held between the family and SENDCo prior to admission.

When pupils move from Coads Green to their Secondary provision, close liaison is made with the receiving teacher to ensure that all information, equipment etc is passed on appropriately. Structured conversations are held between parent and receiving teacher before the end of the Year 6 academic year. SEND pupils are supported through the transition process to their new school with visits and Social Stories.

Regular and thorough transition activities are provided for all children throughout the summer term and beyond, with SEND pupils receiving a social story with pictures to support families to prepare pupils for their new teacher / classroom over the summer holiday. Additional transition visits are included as appropriate.

9. 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)

10. Who can I contact for further information?

There is a great deal of advice on the Family Information Service website regarding additional needs
http://cornwall.childrensservicedirectory.org.uk

Further information on our provision can be obtained in the following ways:
School website Welcome to Coads Green Primary School

- School secretary 01566 782303 coadsgreen@andaras.org
- Headteacher: Mrs S Reid (via the school secretary)
- SENDCo: Mrs S Reid, school number 01566 782303 sreid@andaras.org

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