



Padstow School and Nursery SEND Information Report and Local Offer 2026 - 2027

Padstow School and Nursery has a welcoming atmosphere where staff and pupils work together to create a happy, secure, caring and stimulating environment. We aim to be inclusive of all children and provide the facilities, which are adapted to allow every child to make progress.

Staff at Padstow School and Nursery work in partnership with parents, Hub Councillors and its community to cater for the needs of the children in their care, with many having specialist training to meet specific needs.

Every child at Padstow School and Nursery, has the opportunity to follow the Primary National Curriculum and /or access all areas of learning in Development Matters. This is achieved through adaptive teaching, differentiated planning and scaffolded delivery, by our talented team of teachers and their assistants.

We are committed to providing opportunities for children to achieve their full potential and make progress from their unique starting points. We do this through a variety of different provisions, which include short-term specific interventions, 1:1 sessions, home-school interventions and a range of individualised interventions that are developed to meet needs identified in school or with the support of external agencies.

Padstow School and Nursery recognises, celebrates and values the progress and achievements of all pupils across the curriculum. All pupils are given the opportunity to develop responsibility, self-esteem and respect for others, their community and planet. Equally, all pupils are encouraged to also respect the beliefs, culture and moral values within their community and globally. We encourage all children to make a positive contribution to our school and the local community and to appreciate their place in the wider world. Our Special Educational Needs and Disability Coordinator is Mrs Sally Hewitt: hello@padstowschool.org or 01841 532510

[Accessibility Policy and Plan](#)

[Aspire Equality and Diversity](#)

[Aspire Special Educational Needs Policy](#)

The levels of support and provision offered by Padstow School and Nursery

1.Pupil Voice - Listening to and responding to children and young people (i.e. arrangements for consulting pupils with SEND and involving them in their education).

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The views and opinions of all pupils are valued. The pupil's voice is represented in all aspects of school. The pupil's voice is heard through: • School Parliament • Pupil Conferencing • Class discussion/circle time • "I wish my teacher knew..." • Feedback through marking • Pupil questionnaires Children's achievements both in and out of school are celebrated and shared through assemblies and displays. Trauma Informed Approaches Staff maintain an attuned and accepting emotional connection with pupils	Pupils are supported to contribute to their Individual Provision Maps, in terms of a viewpoint on their progress, strengths, difficulties, aspirations and any concerns they may have. SEND children are given additional support through differentiated planning, supportive resources and adult guided group discussion/work. Time to Talk Programme Trauma Informed Approaches to develop effective communication skills and emotional literacy	Individual support is responsive to the views of the pupil through: Integrally being part of TAC meetings, SEN Support and On Alert reviews. Talking Mat Trauma Informed Schools Approaches to develop effective communication skills and emotional literacy Pupils are supported in target setting. Staff are available to advise and help children, at all times

2. Partnership with parents and carers (to include arrangements for consulting parents of pupils with SEND and involving them in their child's education).

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school works in partnership with all parents and carers and welcome Parent/Carers to contact us if they have any concerns. Parents/carers are invited to attend consultation evenings and can request additional consultations, when necessary. Parent/carers are invited to comment on their child's report in the summer term. Newsletters, social media, the school website and text messages keep parents and carers informed about what children are learning, school events and dates and other key information. The Parents, Teachers and Friends of Padstow School and Nursery group, work together to identify and make improvements for all children and staff. Parent information meetings provide opportunities to share views about key changes/ developments to the school's plans.	Children have the opportunity to be involved in extra-curricular clubs and activities. Parent meetings, differentiated homework, differentiated spellings, reading tasks and records involve parents in supporting their children's progress. Parents are encouraged to contact school at any time in person, by phone, by email or home/school book, to address any concerns. Parents are invited to discuss their child's progression with the class teacher and/or SENDCo when a concern has been raised for a child's progress, and when a child's progress is reviewed. Pupil conferencing with both one-to-one or small groups, promotes consultations between teacher and pupils to discuss learning progress and attainment.	Parent/carers are supported in attending and are actively involved in all meetings where appropriate. Parent/carer's views are an integral part of TAC meetings and SEND reviews. Advocacy is available to ensure this. All documentation can be presented in a format that is accessible to individual parents. Parents are encouraged to engage in one-to one reading and homework activities. Parents/carers may communicate with their child's teacher and /TA through the use of a communication book, where appropriate. Parents are encouraged to share their concerns and the concerns of Health Professionals, through the Parent Consultation form, in order to address the issues and concerns that there are, for a child holistically.

		There is an ongoing system of referral to outside agencies such as the Early Help Hub, Autism Team, Speech and Language Therapy and Educational Psychology. The SENDCo liaises with other agencies, ensuring parents are involved in this process and have any additional support and information they need.
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3. The curriculum (to include reference to the school's broad and balanced curriculum and details of how adaptations are made to the curriculum and learning environment for pupils with SEND).

Whole school approaches. The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
		
Our children follow a broad and balanced curriculum that is well sequenced to ensure children's experiences build on prior learning. The curriculum is designed to ensure the inclusion of all pupils regardless of their ability and/or additional needs. All pupils have full access to the curriculum, educational visits and extra-curricular and/or enrichment activities. All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress.	When a group of children are identified as requiring additional support in specific areas, the impact of any intervention is closely monitored by class teachers and subject leaders. Following review, support may be continued, adapted, or discontinued as appropriate. Intervention support may be delivered in a small group or 1:1, by a teacher or TA. These interventions are closely linked with the curriculum and are delivered in such a way as to ensure pupils still access a broad and balanced curriculum offer. Pupils are made aware of their next steps	Pupils are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting behaviour and social, emotional and mental health needs, such as Draw and Talk therapy or time in the Sensory Room

Pupil progress is monitored termly including the use of Wellcomm, Read, Write Inc Phonics to assess reading and spelling. Additional assessments (including dyslexia screening) are used to identify students who may need additional interventions. The curriculum is designed to ensure the inclusion of all pupils. Assessments (including dyslexia screening) are used to identify students who need specific interventions.	towards an objective e.g. verbal, visual prompts which are personalised to them. Previous interventions at Padstow have included: • Read, Write Inc. phonics (includes spelling, reading and handwriting intervention) • Additional Maths support • Number Sense • Wellcomm • TT Rockstars • FunFit (Gross Motor Skills) • Lego Club	
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4. Teaching and learning (details of the school's approach to the teaching and learning of children and young people with SEND).

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Adaptive Teaching: This is the effective use of 4 key principles: identifying barriers to learning, removing these barriers, using effective AfL and children independently accessing their learning. These are underpinned by 5 strategies: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology. When implemented successfully, it allows all learners (including	Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Class based staff work with small groups to: -deliver the teaching and learning key principles - ensure understanding -facilitate learning	Personalised and highly differentiated work is provided enabling independent learning, including the use of TEACCH structured approach to learning (e.g. use of TEACCH trays). Staff 'scaffold' learning by giving children just enough help to achieve something they could not do independently

those with SEND) to be independent and make good progress. High expectations: Our aim is that the vast majority of children will achieve the end of unit outcome. All adults will consistently challenge students to achieve their utmost potential, while simultaneously providing tailored support. This approach not only nurtures academic growth but also promotes resilience, critical thinking, and a lifelong love of learning. Educators will ensure children show 'Padstow's Expectations' to foster the correct behaviour for learning. Adults working in the room, should aim to give pupils the least amount of help first when attempting independent tasks. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. Adults should intervene appropriately when pupils demonstrate they are unable to proceed. Assessment for Learning: In order to ensure that children are challenged and that they are learning at the appropriate pace and level, AFL is embedded into our practice. AFL is at the forefront of our minds when planning and delivering lessons. These are often given in the format of next steps – which may be verbal or written. Feedback must have purpose and impact. AFL strategies that we use to identify level of understanding and inform next steps may include: • Information from prior learning • Feedback (verbal and written) in books	- foster independence - keep pupils on task. Independent pupil learning is supported by the use of technology. Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc.).	1:1 support is provided for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. Independent pupil learning is supported by the use of technology. Advice and support is sought from external agencies, e.g. -Children's Disability Centre (Early Years) - Educational Psychologist - Physiotherapists - Occupational therapist - Autism Spectrum Support team - SEN Support Services - Visual and Auditory Specialist - Early support team - Speech and Language therapists - Early Years Inclusion Team Outreach from a special school can be requested for advice on teaching and learning.
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• ‘Live marking’ - feedback (verbal and written) during lessons. Adults in the room to circulate marking their learning and address any misconception they find • Baseline Assessments • Guided Groups • Questioning • Self-Assessment/Peer Assessment • Mid-session Plenaries • Learning partners • Working on individual whiteboards • Using appropriate resources Pupil Engagement: For the children to provide the teacher with information to assess against, they need to be actively engaged in a task for large amounts of the lesson. This can be achieved through (this is not an exhaustive list): • Exciting and engaging content • Learning partners • Positive reinforcement of good learning behaviours • Random selection techniques for responses – e.g. cold calling Fluid groupings: Activities are planned to help the children develop the skills required to be successful. Children are directed to the appropriate activity based on teacher assessment and then moved on during lessons		
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through feedback, which could take the form of revisiting prior learning. Focus groups: Key children are identified from assessments and form a focus group for adults to work with during the lesson. They may have a similar barrier to their learning or need to work on a similar skill. These groups are fluid and are used where necessary for children to be successful in their learning. Modelling: Ultimately, teaching children a new skill or how to apply a skill can only been done through modelling (showing the children how to do it – ‘I do, we do, you do’). If you have not modelled you have not taught. Metacognition and Self-regulation: Teachers model and create opportunities for children to develop their metacognitive and self-regulation skills. Opportunities are created for children to activate their previous knowledge through retrieval practice so they can “hook” more knowledge onto their existing knowledge. Teachers model their own thought process which demonstrates to the child how to ‘attack’ their learning. Child are also taught how to monitor and evaluate their learning to ensure that they have been successful. Working Walls: The classroom environment is used as a teaching aid. Working walls reinforce what the learning outcome expectation is, what success looks like through the use of shared examples and previously modelled skills.		
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Homework: Reading is fundamental; children are expected to read five times per week, earning a house point for each session.		
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5. Self-help skills and independence

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
		
Technology is available to aid independence. Resources are available in all classrooms to promote independence. Pupils have access to visual timetables, Now and Next boards, communication books, visual reminders, task management boards Pupils are encouraged, year by year, to develop their self-help skills and independence. Staff help children to think, discuss and plan to develop characteristics of effective learning. All pupils have access to a regular homework club.	Where teaching assistants are in the classroom they facilitate independence. Pupils have personalised equipment to help them to learn, such as talking tins, overlays, reading rulers, timers, prompts and checklists.	Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. Staff 'scaffold' learning by giving children just enough help to achieve something they could not do independently. Personalised and highly differentiated work is provided enabling independent learning. Advice is sought from outside agencies to support self-help and independence from the following: - Educational Psychologist - Physiotherapists

		- Occupational therapist - Autism Spectrum Support team - Dyslexia Advisor Service - Visual and Auditory Specialist - Early support team - Speech and Language Therapists - Cognition and Learning - Community Nursing Team
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6. Health, wellbeing and emotional support (details of the support provided for improving emotional, mental and social development of pupils with SEND, including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying).

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
		
PSHE curriculum is delivered to all children All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. All pupils access SCARF, a comprehensive, whole-school PSHE (Personal, Social, Health and Economic) and RSHE (Relationships, Sex and Health Education) scheme of work Mental health and well-being is co-ordinated by the Senior Leadership Team.	Pastoral intervention, using the Trauma Informed School's approach, addresses: - self-esteem - social skills - anger management - emotional wellbeing - friendship dynamics Risk assessments using the Aspire model are carried out to actively support pupils accessibility, ensure their health, well-being and emotional needs are supported when required.	TAF/TACs, Early Support meetings and reviews are supported by a range of agencies. Boxhall assessments are carried out for identified pupils and personal programmes of support are developed from the results of these. Additional support for pupils can be requested from: Mental Health Support Team CAMHS Social Care Dreadnought

A Whole school Trauma Informed Schools culture embraces approaches and tools, enabling staff to respond to all social, emotional and wellbeing concerns. Disagreements and bullying are dealt with by staff immediately and reported to class teachers. There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs, using the Trauma Informed Schools model. Bereavement counselling is available from the EP Service and Penhaligon's Friends. Pupil issues are dealt with by trained staff, as they arise. Resilience is promoted through competitive sporting events available to all where appropriate. The School Nurse Service is available through parental referral. Mixed ability peer support is integrated into lesson plans where appropriate. Risk assessments, PEEPS and safety policies are in place to ensure all children are safe within school. Pupils 'Buddy' up in class settings to provide peer support.	Fun Fit is targeted to help children with coordination difficulties. Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time or activities inspired by a TIS approach. Children identified through the Motional comprehensive screening as having a specific need can have therapeutic intervention as a group, delivered by a Mental Health Practitioner.	Aspire Trust School Penhaligon's Friends Music therapy Barnardo's Action for Children Speech and Language Therapy Behaviour Support Services Autistic Spectrum Disorder Team Physical Disabilities Team Educational Occupational Therapy Family Support Service HUGS Foundation Neurodiversity Hub Pupils with specific medical conditions have individual health care plans and personalised timetables. Draw and Talk therapy. 5-point Scale to support emotional literacy Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting behaviour and social, emotional and mental health needs, such as Draw and Talk therapy.
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Years 4 and 5 are taught Bike Ability. Consistent use of the school's Behaviour Policy – focusing on rewards and restorative approaches to situations External practitioner's working with groups of children to develop key skills		
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7. Social interaction opportunities (details of how the school enables pupils with SEND to engage in the activities of the school, including physical activities, together with pupils who do not have SEND.

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
		
All pupils have opportunities for social interaction regardless of need. All pupils are invited on trips and visits subject to the necessary risk assessment. Children are encouraged to listen and have conversations to develop effective interaction with peers. All pupils have access to a range of after school clubs and are invited on trips and visits subject to necessary risk assessment	Sports teams play in local tournaments against other schools. Where appropriate pupils have access to social interaction groups which focuses on a range of social skills to enable a pupil to fully interact with another child or adult. Super Sixers support younger pupils at playtimes We Thinkers Programme provides adult led opportunities to develop social thinking skills	Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction. A number of staff have had additional training to deliver social skills interventions such as Draw and Talk, Time to Talk, Lego Therapy and Trauma Informed Schools support.

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

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Accessibility Policy and Action Plan are reviewed annually. All areas of the school are accessible to everyone including those pupils with SEND. Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively. There is a named child protection officer, The 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. 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. All children have access to an emotionally available adult if they are feeling upset, anxious or angry.	Non-slip, non-breakable equipment available in practical lessons. Some toilets are adapted by height and /or specialized equipment. A quiet room is available / individualised learning spaces. A Sensory Room is available for all children who require the space	Specialist equipment in practical lessons enable disabled pupils to be independent. Pupils who have profound and complex needs are supported by a higher adult to child ratio and have access to a quiet area. Designated teaching areas are available. Designated teaching resources matched to pupils' needs are available.

Purpose built slop into the building to allow access for all		
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9. Transition from year to year and setting to setting (including arrangements for supporting children and young people moving between classes, phases of education and in preparing for adulthood).

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school liaises closely with local settings to identify children with additional needs joining our Early Years. The Nursery to Reception classes have an open evening, so that they can explore the setting and meet staff, during the Autumn and then summer term, prior to them transitioning the following September. Primary children will visit the local secondary schools to support transition Primary children will visit the local secondary for any sports activities and as part of a planned transition process. (This will be continually reviewed in line with the latest DfE and Local Authority guidance) Nursery/Secondary staff visit school to support transition. Nursery lead and EYFS teacher work together to facilitate transition.	Pupils identified as possibly struggling with transition have a number of additional visits in small groups. The SENDCo liaises with pre-schools and secondary schools to ensure all information is shared before transition. The SENDCo liaises with class teacher and TAs to ensure a smooth transition within the school setting. New children and their parents are welcome to visit the school for a tour prior to joining the school.	For pupils with an Education, Health and Car Plan (EHCP), the SENDCo of their chosen secondary setting is invited to attend their Annual Review in Year 6 Pupils have an enhanced, structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. Teachers are timetabled to have a Transition Meeting prior to transition throughout KS1 and KS2 to discuss SEND children in detail. Children with Autism and Complex Needs have a Communication Passport or Pen Profile, produced as a handover from Year 6 to Year 7, to ensure that all adults are aware of their needs

Parents are informed in the Summer term about their child's next class. Teachers have a Transition meeting prior to transitioning up, throughout KS1 and KS2 for all children. A 'transition' time / morning across the school allows all pupils to work with their new teacher. If a child joins or moves school during the academic year, every effort is made to contact the new school to share school records and information promptly		
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10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
		
SENDCo is a qualified teacher who has completed the Postgraduate Certificate: The National Award for Special Educational Needs Coordination and a Masters in Education SENDCo attends termly Aspire Academy Trust Inclusion Network training days to share latest	SENDCo is trained to deliver Dyslexia Screening. Outside agencies/specialists provide training to meet needs and support needed.	SENDCo team works closely with specialist external agencies. SENDCo has completed the Work, Rest and Play Sensory Way (WRAP) training to support Occupational Therapy involvement

SEND updates and practices to support pupils' needs. SENDCo has completed the SPACE programme Facilitator training for professionals All staff receive training and updates on a regular basis regarding changes, updates to special educational need. Named Director for Inclusion is Sally Hannaford Family Information Service website is available for parents and staff to access guidance and advice. SENDCo has completed the NASEN Every Leader a Leader of SEND training.	All teaching staff have had an introduction to Trauma Informed Schools training and receive ongoing sessions to support pupils' emotional needs. SENDCo has completed WRAPS training to enable OT referrals to be made. The Head of School is the Designated Safeguarding Lead and 3 SLT members are Deputy Designated Safeguarding Lead SENDCo is a FRIENDS Programme practitioner The SENDCo is a SPACE Programme practitioner.	and sensory needs. SENDCo has completed training to support communication for children with Complex Needs. Staff work closely with the Early Year Inclusion Team to support our Nursery pupils needs SENDCo has completed the Neurodevelopmental Development Profiling
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Years Inclusion Team	The Early Years Service helps children with additional needs and/or disabilities aged 0-5 to learn, play and develop.	eyis@cornwall.gov.uk Early Years Advice Line: 01872 322906
Educational Psychology	Educational Psychologists 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,	Aspire Academy Trust Referral which is then triaged before then being sent on to the Local Authority.

	carers and other adults who teach and support them.	
Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	Speech and Language Therapy, Cornwall Partnership NHS Foundation Trust The Health Office, Wadebridge, PL27 7AT Phone: 01208 834411 / 07884 117897 Website: www.cornwallfoundationtrust.nhs.uk
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	Telephone: 0300 123 101 Website: www.cornwall.gov.uk/.../otchildren
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.	Alison Botting Children's Community Therapy Lead 01872 254531
Cognition and Learning Services	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: Specific Learning Difficulties (SpLD - including dyslexia) & Moderate (or general) Learning Difficulties.	Learning and Cognition Advisors Toby Wilson cognitionandlearning@cornwall.gov.uk
Hearing Support Team	The Hearing Support Team is one of Cornwall's Local Authority SEN Support Services. The Team provides families,	Hearing Support Team The Educational Audiology Centre Priory Road

	schools and settings with advice on the educational management of hearing loss where this impacts significantly on the child or young person's education.	St Austell PL25 5AB 01726 61004
Early Help Hub	The Early Help Hub is the single point of access for council and community-based health Early Help services for children, young people and families in Cornwall. This is the point of contact for advice and requests for support for a child or young person who: May have additional needs that cannot be met solely by universal services and; Where there is no perceived risk of significant harm.	01872 322277 https://www.cornwall.gov.uk/earlyhelp
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.	Contact the Children's Services Care Management Centre 01872 221400 cpn-tr.ChildrensCMC@nhs.net
The Bladder and Bowel	The Bladder and Bowel Specialist Service also provides treatment of faecal and urinary incontinence including enuresis and related bladder and bowel problems in children and adults. The service is based at St Austell Community Hospital but clinics are provided from community hospital outpatient departments or health clinics.	The Bladder and Bowel Specialist Service 01726 873095
Child and adolescent mental health services (CAMHS)	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS	Existing referrals: Contact the Children's Services Care Management Centre on: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net New referrals:

	also provide support and advice to their families or carers.	01872 322277 earlyhelphub@cornwall.gov.uk
Supporting Change in Partnership (SCIP)	Supporting change in partnership for children with complex needs and/or disabilities who are demonstrating challenging behaviours.	Referral via Early Help Hub earlyhelphub@cornwall.gov.uk
The Autistic Spectrum Disorder Team	The Autism Spectrum Disorder Assessment Team (ASDAT) is an experienced multidisciplinary team for children and young people up to their 16th birthday who have complex social and communication difficulties.	Existing referrals: Contact the Children's Services Care Management Centre on: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net New referrals: 01872 322277 earlyhelphub@cornwall.gov.uk
Early Help Family Workers	Early Help Family Workers provide support for families with children aged 9 months - 12 years who are able to give their consent and commit to engage in support.	01872 322277 earlyhelphub@cornwall.gov.uk
Vision Support Team	The Vision Support Team support a wide range of visual impairments from severe sight impairment (blind) to sight impairment (partially sighted). A visual impairment: is diagnosed by an Ophthalmologist; will affect each individual differently; can affect near vision, distance vision or visual fields; can range from severe sight impairment (SSI) to sight impairment (SI). As the implications of vision loss are different for everyone, a wide range of strategies may be needed to enable our young people to have equal access to the educational and broader curriculum.	vision.support@cornwall.gov.uk

Augmentative and Alternative Communication (AAC) Team	Support children and staff who work with them who use AAC devices which have been provided following joint assessment with NHS colleagues. They work collaboratively with settings and families to achieve the best communication outcomes for these children.	aacsupport@cornwall.gov.uk 01726 226882
The Physical Disabilities Team	The Physical Disability Team provide support to both the student and the school in an educational setting. Through close liaison within the Council's Special Educational Needs (SEN) support teams and key NHS therapy teams, they work to ensure all students with physical disabilities and medical needs have maximum access to the school curriculum. They are passionate about inclusivity and in ensuring all students have full opportunity to enjoy and achieve throughout their journey within educational settings. We want to share our expertise and specialist knowledge with teachers and education-based staff to ensure they feel confident in supporting students with physical disabilities and medical needs.	Steve Deacon – Physical and Medical Needs Advisory Lead physicalandmedicalneeds@cornwall.gov.uk
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	01209 210624 or 01209 215889 enquiries@penhaligonsfriends.org.uk

	as practical resources for children and parents.	
Barnardos	As one of the UK's leading children's charities, Barnardo's works directly with children, young people, parents and carers every year. They run over 1000 vital services across the UK, including counselling for children who have been abused, fostering and adoption services, vocational training and disability inclusion groups.	Head Office 0208 550 8822 NSPCC 24 Hour Child Protection Helpline. 0808 800 5000
Gweres Kernow	Gweres Kernow is a small team of specialist social workers and consultant clinical psychologists. We work with other services to safeguard children who have displayed harmful sexual behaviours and those at risk of sexual abuse. We address the health and wellbeing of those children and young people with the aim of reducing offending and re-offending.	For advice and consultation contact Gweres Kernow on 01872 326791
The Education Welfare Service	The Education Welfare Service is aiming to reduce truancy within Cornwall. This is a joint initiative between Cornwall Council and Devon and Cornwall Constabulary. Through this initiative, the Police will have the power to take truants back to school.	Aspire Education Welfare / Attendance Tracey McLennan Contact via school: 01726 75858 Central Office: Sedgemoor Centre , Priory Road, St Austell
Royal Cornwall Hospital NHS Trust – Children's Community Therapy Service (Occupational Therapy / Physiotherapy)	Supporting disabled children and young people (age 0-18) with a permanent or substantial learning or physical disability and a need to improve their access, independence and activities of daily living.	Community Child Health Department, Pendragon House, Royal Cornwall Hospital, Truro, TR1 3LJ Occupational Therapy referral via MARU on 0300 123 1116
The Mental Health Support Team	Many schools across Cornwall are now working with a Mental Health Support Team. Your local team is an NHS service and will help your school to consider their	Children's Mental Health Support Team

	approach to children and young people's mental health. They also provide additional capacity and support to the help that is already available from existing mental health and wellbeing services. In Cornwall, the focus of the team is on prevention and early intervention. They are a primary school linked service. The team can also support the transition into secondary school, and we link with our secondary school colleagues as needed.	
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13. Pupil progress

Pupil's progress and attainment is an ongoing process of teaching, learning, consolidating and applying. The class teacher and support staff complete this. Children receiving Special Educational Support have Individual Provision Maps (IPM's) which show the support in place, enabling the children to achieve their targets. This is shared with parents and pupils. Progress made towards targets is continuously monitored and assessed. Pupils, parents and their teacher review the targets and provision and successes are celebrated. If a child continues to require SEN Support, new targets and provision is planned and recorded using an IPM.

However, if a child makes expected progress, they will be removed from the SEN Support register and closely monitored for two further consecutive terms.

Parents can request a meeting with the class teacher, the SENDCo or the Head Teacher. Any concerns with progress are discussed with the Head of School, teacher and the SENDCo.

All pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons.

14. How we know how good our SEN provision is.

At Padstow School and Nursery we are always monitoring and evaluating the quality of our SEN provision. We monitor our provision through Aspire Academy Hub monitoring visits, SENDCo observations and learning walks and conversations with pupils. We also ask parents for feedback and comments during review meetings and through parental questionnaires.

In terms of intervention and specific provision, there is an entrance and exit assessment made to ensure the pupils are making progress from the provision. We make any appropriate adaptations as necessary.

Padstow School and Nursery reviews its SEN provision annually using the Aspire Charter Mark, which identifies strengths and areas for improvement, against the statutory requirements stated in the [SEND Code of Practice 2015](#). From this, an action plan is produced.

15. If you wish to complain.

The first point of contact for concerns should be the class teacher. If you feel that there are still concerns or questions unresolved then contact the SENDCo (Sally Hewitt), Head of School (Kim Joyce) or Senior Teacher (Daniel Batson) to arrange a meeting.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>

Answers to Frequently asked Questions

1. How do people in school know if a pupil needs extra help?

Our school has an 'open door' policy to parents and has extremely well-developed links with the parents of the children that attend Padstow School and Nursery. Children's progress and behaviour is monitored through termly tracking systems. Children who may be vulnerable are identified on a Class Vulnerable Group record, used to consider both need and intervention when tracking and reviewing their progress termly. This is shared with all staff.

If a child transfers to our school from another Primary School, then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child, then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

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

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff and parents as well as the child themselves. Whole cohort, termly progress review meetings with staff ensures progress is tracked and monitored appropriately and discussions about vulnerable groups are timetabled into staff meeting half termly. Where necessary, specific and targeted intervention support will be deployed.

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

At Padstow School and Nursery, we are flexible and creative with our approach to the Development Matters Guidance and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support:

Whole Class (Wave 1) – support and resources available to everyone in that class;

Group (Wave 2) – support and resources available or tailored for small groups of children; and

1:1 (Wave 3) – support and resources specifically designed for or accessible by individual children.

All lessons are differentiated and scaffolded appropriately, according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished.

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

5. How will I, and my child, know how well they are doing and how can you help me to support my child's learning?

Padstow School and Nursery operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff may ask to speak with parents at the end of the school day. Parents and pupils are invited to engage in termly SEND review meeting, and/or Parent meetings in the Autumn, Spring and Summer term, when annual reports are sent home to parents.

Throughout the year there are 'open afternoons' whereby parents are invited into the classrooms to share the children's learning, progress and support upcoming events e.g. class trips/residentials. This constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school.

If at any time you wish to discuss your child, then meetings can be arranged with class teacher and/or the Head Teacher at your request.

6. What support is there for my child's overall wellbeing?

Your child's overall wellbeing will be constantly supported in school in a variety of ways.

We will help them to be healthy:

- by ensuring that they enjoy good physical and mental health,
- by encouraging them to live a healthy lifestyle,
- to keep safe by protecting them from harm and neglect, and
- to enjoy life.

We will also help them to achieve well:

- by giving them opportunities to make the most out of life,
- by teaching them the skills they need for adulthood,
- to make a positive contribution to their school, community and society,

by being involved in their community and society and discourage involvement with anti-social or offending behaviour, to contribute to their economic well-being, and by ensuring that they are not prevented from achieving their full potential through economic disadvantage.

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

At Padstow School and Nursery, we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks, previously known as CRB checks) and have Tier 2 child protection training. There are also named members of staff who are trained to Tier 3 in child protection. We have a safeguarding policy and have appropriate risk assessments in place for activities and situations that may arise.

7. How accessible is the school environment?

The school building at Padstow School and Nursery is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom. We have a disabled toilet and changing facility.

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

Your child will be highly supported by school throughout every transition process. We would meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school, they would be able to undertake extra transition days to allow them to become more familiar with the environment.

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

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.
<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/family-information-service/>

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

Everyone is included in everything at Padstow School and Nursery. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to

ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

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

Each year the school decides on an allocation of money for special educational needs (SEND). For all children on the school's SEND register the school itself is expected to meet the first £6,000 of any resources and support required by each individual child. For those children with an Education, Health and Care Plan, spending above the £6,000 may be claimed back from the local authority up to a limit set by the resources provided by the statement.

In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed on Individual Education Plans (IPM's). The plan is individually tailored to each child on the SEND register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

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

The Special Educational Needs and Disability Co-ordinator (SENDCo) has undertaken the following:

- Accredited National Award for SEND Co-ordination, a year-long qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school.
- A Masters degree in Education with a SEND inclusion focus.
- Trauma Informed School (TIS) Practitioner training and continues to attend online update sessions to ensure TIS approaches supported are embedded in teaching, learning and SEND practices.
- Work, Rest and Play the Sensory Way (WRAPS). The training provides an understanding of individual sensory differences and needs, enabling teachers to identify and support sensory challenges faced by children within the school environment. On completion of the training the SENDCo is able to disseminate learning within the school so that basic strategies are introduced as needed to support pupils' sensory regulation and enable them to make a referral where necessary.
- Deputy Safeguarding Lead training
- Every Leader a Leader of SEND - essential information and actions for leaders in leading SEND across a school
- Supporting Communication for Children with Complex Needs
- Lego Therapy training

- Fun Fit training
- Time to Talk
- Intensive Interaction training
- Blank Levels for Speech and Language
- SPACE Practitioner
- Team Teach
- ASD Champion
- NPQSL in Education

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

If you feel that the Local Offer/Information report or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Sally Hewitt) or the Head of School (Kim Joyce). Concerns may then be escalated, if necessary, to the Director of Safeguarding and Inclusion (Sally Hannaford) or to the Board of Directors at Aspire Academy Trust.

14. How is your School Offer and Information report reviewed?

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