



JACOBSTOW PRIMARY SCHOOL and PRESCHOOL **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

At Jacobstow Primary and Preschool, we are, in both vision and practice, committed to the inclusion of all children.

We have worked with children who have a range of special education need and disability including, but not limited to: ADHD (Attention Deficit Hyperactivity Disorder) Autistic Spectrum Disorder (ASD), Dyslexia, Dyscalculia, Dyspraxia, complex medical needs, speech, language and communication needs, social, emotional and mental health difficulties.

Within the resources of our school we have expertise in meeting the needs of these children, which we share through close and regular communication. Our staff team meet regularly to share ideas, resources, knowledge and skills and offer support to each other when requested.

Jacobstow Primary School and Preschool is a member of the Bude Communities' Schools' Trust. As part of our link within the Bude Communities' Schools' Trust of Budehaven, Stratton Primary, Whitstone Primary, Kilkhampton Primary and St Mark's C of E School, we have expertise which is far ranging. Staff within the BCST schools have had training in a wide range of different areas of SEND support including: ASD, Team teach, Speech, Language and Communication Development, Language for Learning, Dyslexia Friendly Schools techniques and principles, including diagnostic screening, pastoral support, bereavement, mobility support, sensory development and medical interventions for asthma, epilepsy and other specific needs. These skills are shared between schools when the need arises.

Jacobstow School has a commitment to Quality First Teaching, with class teachers being responsible for preparation, planning, and differentiation for all children including those with SEND. The SENDCO's role is to offer advice and administrative support to class teachers, parents, and other stakeholders. Alongside this information report, due to the Coronavirus Pandemic of 2020/2021 and 2021/2022, we have also developed a plan for Jacobstow's recovery curriculum from September 2020 onwards and a 3 year Pupil Premium Plan. These documents can be read alongside the SEN information report if desired.




Name and contact details of the Special Educational Needs and Disabilities Coordinator at Jacobstow primary School and Preschool is:

Mrs Mikaela Rofe, Headteacher.




The named governor for Special Educational Needs and Disabilities is: Miss Nadine Woznitzka

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Quality First Teaching ensuring:</p> <ul style="list-style-type: none"> • Positive relationships built between children and staff • A safe secure environment which enables children to feel comfortable about sharing their thoughts, ideas and concerns • A pupil council which represents the views of children across the school and which is elected by democratic principles • Pupil questionnaires and surveys which allow children to express their views about school and comment upon their learning and wellbeing • General pupil conferencing which engages the children in discussion about the school, what it does well and what it could do better • Assemblies that explore the social, cultural and moral dimensions of the school community • Exciting and challenging learning experiences which engage children with their learning and help them to value school • Individual discussions between teachers and children form part of routine assessment in class • All children have ready access to teachers / teaching assistants (TAs) and other adults.. • Reception and Nursery aged children's voices are recorded in their learning journeys and planning of new learning is based on this. • There are trained members of staff to support and nurture social, emotional development of all children 	<ul style="list-style-type: none"> • Regular review of learning with children to monitor their progress and determine their views of progress and effectiveness of provision – 'How do you learn best?' • Intervention matched to need • Software support specific to need • Strategic use of the class provision maps and if necessary, an individual education plan drawn up to help staff to listen to the child's opinion of their strengths and weaknesses. This informs future action plans. • We offer planned informal discussion opportunities for children who we identify as having a need to talk. • Small group responses to specific needs in specific circumstances • Differentiation and modelling to target support that best meets needs • Adjustments to learning and pace to ensure that it reflects the needs of children • 	<ul style="list-style-type: none"> • Adults working with children are trained to communicate in different ways and use a range of differentiated materials and resources • Children to contribute to their 'My Plan' where necessary and their APDR documentation. • Children with speech, language and communication needs are encouraged to make use of a range of appropriate communication tools to help them to communicate their ideas, needs and wishes. • We endeavour to use adults to act as an advocate to support or speak on behalf of children who cannot easily communicate for one reason or another.

2. Partnership with parents and carers




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> Jacobstow recognises that it has a potential issue with the engagement of parents because of our wide spread catchment area leading to most children using school buses. This means a lack of 'doorstep' parents. However, since the new Headteacher began in September 2019, a wider range of electronic forms of communication, as well as face to face opportunities have been developed with improved communication noted on more than one occasion in surveys, anecdotes etc. Last year, we had lunches with parents, assemblies, open mornings, transition meetings, Class dojo communication, set up a facebook page, held PTA events such as Harvest, Halloween disco and a Christmas Fayre and held 3 parent meetings to update parents on their child's progress. However Covid restrictions at the end of the year and throughout this year have restricted what we have been able to do so much of our interactions are via zoom or dojo. Questionnaires and online surveys have allowed parents to share their views of the school and on specific areas of school life i.e. SEND, communication. Specific information meetings have been held or presented when children with pre identified needs start school to ensure that parents are aware of what we expect from them and importantly what they can expect from us. 	<ul style="list-style-type: none"> We use a range of methods of feed back to ensure that parents are given opportunities to discuss concerns even if they are unable to come into school – telephone and email conferencing, zoom calls etc. We are able to provide work shop support to allow parents to learn how to support their children in learning We encourage parents to communicate with others who have had the same experiences We offer ideas for home based strategies to help to support the continuation of good practice at home 	<ul style="list-style-type: none"> We offer 1 to 1 support for parents to share their concerns Individualised ideas and plans to help parents meet their children's needs Referral for professional support and advice Referral to respite care providers or out of school provisions We signpost additional support services We direct them within school to staff who have particular skills and specialisms professional meetings are usually held in school because parents tell us that is what they prefer Children are given a choice about whether they wish to attend meetings as many find the prospect daunting – if they choose not to their voice is heard through their One Page Pupil Profile. We ask parents what they expect from the provision and try to ensure that we link their ideas and ours together.

3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school website, but mainly our Class dojo areas, have a curriculum statement outlining the principles of teaching with the school and directing parents to documents such as calculation policies and specific topics for learning within classes. • There is differentiated curriculum planning, activities, delivery and outcomes. • In class TA support aids differentiation • Modelling, writing frames, learning walls and independent learning strategies are shared • Visual timetables support all pupils to know what is coming next during the day. • Strategies and interventions are in place to support English and Maths as part of QFT. • Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays and resources to support learning in all areas of the curriculum. • Our school ethos supports and encourages resilience in learning. The school curriculum is designed to be as accessible as possible for all, to reflect 	<ul style="list-style-type: none"> • English and Maths interventions are based upon individual pupil need following formative assessments throughout lessons and units of work • Intervention work by TAs based upon teacher planning and with guidance given first – but also our teachers are released to provide interventions. • Software support to allow children to gain independence, feel included and make progress – TT Rockstars, Active Learn etc 	<ul style="list-style-type: none"> • For some children an individualised curriculum with highly adapted planning is necessary to take account of their additional needs. This can take many forms depending on the needs of the child, but can include a personalised timetable including: <ul style="list-style-type: none"> • Highly practical opportunities for the application of learning, for example to include additional use of the cookery suite or forest area. • Planned activity breaks, where these are needed, due to physical needs or to restore concentration. • Planned sensory activities to meet the needs of children with a sensory programme from the Occupational Therapist, for example use of the dark tent. • Opportunities for speech and language practice activities in a quiet space for children with a speech and language care plan from the Speech and language therapist. • Personalised visual timetables, especially for children with communication needs • Adaption of planning by 1:1 support to meet specific needs on a moment by moment basis for our most individual children • Precision teaching programmes

<p>the area we live in and the needs of our children. •</p> <ul style="list-style-type: none">• The teachers of our school have developed a Jacobstow School Curriculum and an activity passport based around the National Curriculum for KS1 and KS2.• The curriculum in EYFS is devised to reflect the needs and interests of the children in the cohort.• To make the school curriculum accessible to all, learning is scaffolded - taking account of differing attainment and learning styles.• Groups and individuals are targeted for support and challenge within normal lessons by both the teacher and TA. •• Short term interventions are planned within class to support children who have gaps in understanding. •• Children are encouraged to understand and embrace the concept of a positive Growth Mindset as a way of recognising that struggling with a challenge is an essential part of learning.• During the beginning of the academic year, all teachers have worked together to create a Recovery Curriculum to be followed for as long as the children need. This incorporates a higher level of PSHE, PE, and mindfulness, with short inputs for other curriculum areas. See separate Recovery Provision document.		
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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 
<p>Quality first teaching means that teachers:</p> <ul style="list-style-type: none"> • have high expectations of learning, interaction and presentation • expect children to behave well and engage with their learning • build upon known and assessed learning • recognise that children learn in different ways and provide a variety of learning experiences in recognition of this variety • use assessment for learning strategies to ensure that learning is secure • provide challenge to ensure good progress in learning • mark work effectively to ensure that children can learn from their work and are able to move to the next steps • deliver a curriculum that reflects interests and enthusiasm and therefore motivates and inspires • We will ensure that all staff know and understand the needs of all pupils. • All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice 	<ul style="list-style-type: none"> • Targeted specific small group teaching from well qualified teachers and TAs – sometimes in class and sometimes in breakout spaces • Taught how to access and make use of relevant learning walls, resource packs and other prompts to support and challenge them in their learning. <ul style="list-style-type: none"> • Grouped according to need for targeted specific small group teaching from well qualified teachers and TAs, sometimes in class or in a small SEN room to remove distraction. • Introduced to key vocabulary ahead of their peers in 'Pre Teach' sessions. 	<ul style="list-style-type: none"> • Specialist professionals working with the child to give advice and support to the class teacher to ensure that planning and provision specifically meets needs • Class teachers are responsible for ensuring that planning and provision meets the needs of children with SEN. • Children may work alongside their peers but on a modified curriculum • Children may work on specialist programmes of learning based upon professional external assessment and advise –i.e. social stories • Children with Education Health Care Plans have additional adult support, if necessary, to allow them to access their learning in an appropriate way. • Education Health Care Plans are reviewed regularly with parents and annually in accordance with statutory requirement. • Emotional Literacy support (ELSA) supports children emotionally so that they are in a position to be able to learn. • Trauma Informed School (TIS) staff support children with long or short term mental health issues

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 
<ul style="list-style-type: none"> • The school models and supports the principles of Independent Learning – ‘I can...’ or ‘I can’t do it yet...’ this forms the basis of our ethos of learning. • Classroom timetables allow children to be clear about what is happening during the day and therefore what to expect. • From entry to school, our children in Nursery are encouraged and taught to become independent learners and to have access to a range of self-help skills. Parents of young children are encouraged to help with this growing independence. • As they progress through the school: Children are taught to work showing resilience using appropriate strategies. • Children are taught how to access and make use of relevant working walls, ‘toolkits’ and other prompts to support and challenge them in their learning. • Pupils are taught how to assess learning against objectives in core subjects, sometimes using developmentally appropriate marking ladders which initially incorporate visual images and cues. • Children have individual targets and are encouraged to take responsibility for the next steps in their learning 	<ul style="list-style-type: none"> • Facilitating access to learning through the appropriate differentiation of tasks and activities • Provision of individual/visual timetables and checklists • Scaffolding e.g. writing frames, story maps • Observations of children with SEN are routinely used to identify issues and barriers so that support can be targeted at removing these, increasing independence and access to learning through appropriate scaffolding of tasks and activities. • Pre Teach of key vocabulary is used to allow immediate access to new subject matter. • Identified children are taught in small groups how to work independently using developmentally appropriate ‘Learning to Learn’ strategies, and how to access and make use of relevant working walls, ‘toolkits’ and other prompts to support and challenge them in their learning. • TAs offering small group support and challenge in class are being trained to ensure the work is accessible, with promoting and challenging questioning, and the use of task management strips, timers etc. to maintain and extend the child’s independence as a priority. 	<ul style="list-style-type: none"> • Additional staff to support specific children encouraging increasing independence • TIS and ELSA support to allow children to recognise their own emotional responses and therefore gain independence. • Children with SEN are encouraged to contribute their ‘voice’ to their education planning. • Children with significant additional needs are supported at times by an additional member of staff, the emphasis on planning is to ensure that this support maintains and encourages independence. • Training is given to staff working with a child with SEN to ensure they understand and have strategies to support this aspect of their role. • Appropriate resources are used to ensure children with complex SEN have support to help themselves and to maintain independence. These resources are varied including physical adaptations e.g use of a sloped entrance to school, or a specifically adapted chair.

6. Health, wellbeing, emotional support and social Interaction opportunities




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school actively promotes the importance of health and well-being of all pupils and staff. • All pupils have the opportunity to confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. • Our key scheme for delivering PSHE is the use of PSHE association resources, making use of initiatives such as SEAL with additional support from R time materials etc. • There is a continuity of care which comes from all members of the school staff. • Children are encouraged to identify a key trust person who they feel they are able to talk to in case of need. • Engagement in Height and Weight Checks • Liaison with school nursing team • Liaison with Speech and Language Therapists • The planned curriculum offers opportunities for children to learn about and discuss a range of issues; in addition, there is flexibility to deal with issues as they arise. • Emotional support is offered to all pupils within a safe, caring, supportive and purposeful school environment. • Children are taught how to live a healthy life and how to make healthy choices. Opportunities are offered in and after 	<ul style="list-style-type: none"> • Staff identify pupils with health, well-being or emotional needs and initially discuss this with parents. • We have trained TIS and ELSA Practitioners in the school who are able to follow up on class concerns, targeting activities for particular children in small group follow up. • Additional individual or group support is arranged for children with social, emotional or mental health needs. • Advice is sought from external agencies where needed e.g. School Nurse, GP, Speech and Language Therapist (SALT), Occupational Therapist (OT), family support. • Staff identify pupils who find social interaction difficult and teachers initially discuss this with parents. • Individual or group support is arranged for children to help them with this e.g. a social skills group. • Advice is sought from external agencies where needed as well as the school SENDCO, • New children who exhibit difficulties with social interaction are given planned opportunities to visit the school at a suitable time e.g. when it is 	<ul style="list-style-type: none"> • TIS and ELSA support • Learning and Cognition support • Application for an Educational Health Care Plan if appropriate • 1:1 support where required • Full inclusion in all school assessment and tasks • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • Involvement of specialist agencies and therapies as appropriate to the children's needs, i.e. lego therapy, music therapy, play therapy, emotional coaching • Referral to CAMHS (Child and Adolescent Mental Health Services) • Where a pupil is identified as having particular and significant issues with social interaction they are supported 1 to 1 to enable them to have interaction intervention. • Additional adult support can be provided for children with Education Health Care Plans.

<p>school for children to be involved in activities such as sport, gardening and cooking.</p> <ul style="list-style-type: none"> • We have a Specialist TIS and ELSA TA who have been trained to develop their knowledge of trauma and distress and support with social and emotional issues is readily available. • We have worked with a Relax Kids practitioner who delivers weekly sessions to our children across the school and has delivered training to our staff. • During the beginning of the academic year, all teachers have worked together to create a Recovery Curriculum to be followed for as long as the children need. This incorporates a higher level of PSHE, PE, and mindfulness, with short inputs for other curriculum areas. • • All children are encouraged to interact well with peers. • The playground space is arranged to encourage peer play at break times. • All staff are able to support children as they learn how to interact in a socially appropriate and age appropriate way. • All new children coming into Year R are invited to an induction session which includes planned opportunities for social interaction in small groups. • Although mixing with children across the school had to be limited during the Autumn term 2020, we engaged with remote assemblies to facilitate social interaction across the school 	<p>quiet.</p> <ul style="list-style-type: none"> • Children finding playtimes difficult can use the spaces to help them express that they would like a friend. 	
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7. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Full compliance with all mechanical, electrical, water, general building maintenance. • The staff and governors work hard to maintain a safe school which is accessible to all and provides a positive learning environment. See Disability Access Plan. • The school site is reviewed at least annually to ensure the overall safety of the school buildings and site. • Accidents and near misses are recorded and followed up to ensure that issues are resolved. • There is a regular Health and Safety Audit with follow up actions. • Risk assessments are written for activities and venues. • Classrooms are orderly, welcoming and stimulating with displays which both celebrate children's work and act as 'learning walls' to supporting children's learning and to promote independence. 	<ul style="list-style-type: none"> • Visual timetables support learning for all in the classes but are specifically designed to support those with additional needs. • Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources. • Supportive computer programmes. • Additional access to a laptop or ipad and software targeted at SEND children. 	<ul style="list-style-type: none"> • We have a challenging school site, there is limited access for wheelchair users although risk assessment would suggest that additional adult support to accompany wheelchair users is sensible due to the steep nature of the slopes. See Disability Access Plan. • Expected inclusion of all children in all events and reasonable adaptations made to enable interaction with events. • Additional staff support for EHCP children and others in short term need • Specialist training for staff to meet specific learning needs. • Specialist resources to support specific requirements. • Additional facilities would be provided should specific need arise. • The school endeavours to make reasonable adaptations to support the needs of a child.

8. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Transition into Reception class • For children moving into the school in reception there is an induction session which introduces children and their families to the school, the staff and the buildings. This includes visits to the classroom and meetings with teachers in small groups. • • School provides a starting school book and a video tour with pictures and text to help with transition. Transition to a new class within school • Transition videos have been on the school website from the class teacher. • Receiving teachers spend quality time with current teachers to discuss the class. Transition to secondary school • Online videos have been available for children to access from home. • Meetings are held between relevant staff members to pass on records and to support with transition planning to secondary school • Enhanced transitions are put in place for those children identified as being in need of this level of support. All staff are involved as house captains, doing playground duties and gate duty so children are familiar with all staff. 	<p>Transition into Reception class</p> <ul style="list-style-type: none"> • For children identified with a particular need transferring into reception class additional school visits / visits by staff to pre-school and meetings with parents can be arranged. <p>Transition to a new class within school •</p> <ul style="list-style-type: none"> • Receiving teachers meet with current teachers and the SENDCO to discuss any children with particular needs. <p>Transition to secondary school</p> <ul style="list-style-type: none"> • For children identified with a particular need in terms of transition to secondary school additional school visits are arranged, and practical aids such as school maps and pre term timetables can be offered. • Relevant school staff meet together and transfer records of children who have particular needs. 	<p>Transition into Reception class</p> <ul style="list-style-type: none"> • For children identified with a special need transferring into reception class additional school visits / visits by staff to pre-school and meetings with parents can be arranged. • The SENDCO / teacher may be invited to visit the preschool and take part in informal and formal meetings with parents and professionals etc. prior to the start of school e.g. Early Support meetings. • School will provide a social story about the staff that will be working in the child's class <p>Transition to a new class within school</p> <ul style="list-style-type: none"> • Receiving teachers meet with current teachers and the SENDCO to discuss personalised plans and any necessary adjustments e.g. work stations, personalised curriculum etc, enhanced transition – for example spending time in the class prior to the start of the new year and receiving teacher spending time in previous class <p>Transition to secondary school</p> <ul style="list-style-type: none"> • Relevant school staff e.g. SENDCO are invited to Early Support meetings and Annual Reviews of children with SEN. • SENDCOs meet together and transfer records of children who have particular needs.

10. The SEND qualifications of, and SEND training attended by, our staff

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>A range of training is undertaken by staff to ensure we are all able to support whose individual needs can be met within mainstream classroom provision: Teaching staff are trained in and / or receive regular updates in: First Aid • Safeguarding and child protection</p> <p>Teachers have received update training on the SEN Code of Practice, the implications for the school and systems required.</p> <p>Risk assessment training for all teaching and admin staff.</p> <p>SEN specific staff meetings last year covered: Communication and language, Cognition and Learning and individual high level of needs for a child at risk of exclusion.</p> <p>During the school closure of 2021 – staff also completed online training, including: Speech and Language, Autism awareness, Returning to school for children with SEN and Mental Health.</p>	<p>School staff also undertake training to enable them to support children who need to work at times in targeted small groups:</p> <p>Makaton training Emotional Coaching Use of online resources to support access ELSA and TIS supervision</p>	<p>Some staff also have additional training which enables them to offer specialist support:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SALT) training to work with SALT care plans. • Training from a range of specialist health and educational professionals to support children with complex physical needs, such as the OT. • Training for SENDCO and other staff to support children with emotional and mental health needs. • Training and support from Educational Psychologist in relation to the needs of specific individuals. •

Jacobstow Primary School Graduated Approach to SEN Support.

Quality First Teaching in the Classroom



If child is not making expected progress we discuss with child/parents and SENCo, ensuring that the child is included on a class provision map, implement a programme of intervention to be strategically monitored and reviewed.



Evaluate progress and impact of intervention with child/parents and SENCo



Either

Remove as a concern, but monitor

Or

Complete a further cycle of 'Assess, plan, do, review' using the provision map.



Evaluate progress and impact of intervention with child/parents and SENCo.



Either

Remove as a concern, but monitor

Or

Carry out further assessments and add to 'Record of need'.



Evaluate progress and impact of intervention with child/parents and SENCo.



If there is a continuing need, carry out further assessments and consider a referral to outside agencies.

Or

Create an Individual education plan with targeted actions to include additional provision.



If difficulties continue and are long-term, refer for an Education, Health Care Plan assessment

Services and organisations that we work with or have worked with (*):

Service/organisation	What they do in brief	Contact details
Young Carers (*)	Kernow Young Carers is an Action for Children project committed to working with children and young people to make the caring role a more positive experience, offering support, information and guidance, activities and trips, short breaks, school groups, training and educational sessions and local young carers forums.	Liz Digweed 07834006454 http://kernowyoungcarers.org
Early Help Hub	<p>To make a Request for Help, please complete the relevant Request for Help form and send it to earlyhelphub@cornwall.gov.uk .</p> <p>You will note that there is one general form for Requests for the following services: Early Help Services The following services are available through the Early Help Hub: • <i>Autistic Spectrum Disorder Assessment Team</i> • <i>Child and Adolescent Mental Health and Learning Disability Service</i> • <i>Children's Community Nursing/Diana Nurses and Psychologists</i> • <i>Early Years Inclusion Service</i> • <i>Family Group Conferencing</i> • <i>Family Intervention Project</i> • <i>Family Nurse Partnership</i> • <i>Family Support</i> • <i>Health Visiting (over 2 years)</i> • <i>Paediatric Epilepsy Nurse Specialists</i> • <i>Parenting Support</i> • <i>Portage</i> • <i>School Nursing</i> • <i>Speech and Language Therapy</i> • <i>Targeted Youth Support</i> • <i>Video Interactive Guidance</i></p>	For advice and consultation, please call 01872 322277. The Hub is open Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays.
CAMHs (*)	Adults and Child mental health services to support children with emotional needs	School referral/ Early Help Hub/ self referral
SALT	Speech and Language therapy support for those meeting the criteria for assessment	School referral/ Early Help Hub or GP Cara Skinner Mobile : 07768171271 cara.skinner2@nhs.net
OT	Occupational Therapy –supporting children with physical and sensory difficulties.	Through school or GP
Educational Psychologist	Assessment of children with cognitive difficult	School referral/ Early Help Hub
Family Support	Providing support services to families in need	School referral/ Early Help Hub

Family Information Service	The website contains a wealth of useful information for families.	0800 587 8191 http://www.cornwallfisdirectory.org.uk
Early Support	Assessment and support for children from Preschool age onwards. Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	School referral/ Early Help Hub 07968 992126 Via http://www.cornwallfisdirectory.org.uk
Early Years Inclusion Service		Katie Bartlett Senior Area SENDCo Early Years Inclusion Service 07483424927 01872 224459
Early years Autism and Social Communication Service	Support for children with ASD or other social communication disorders	Julia Snee Mobile 07891 840633 Email Julia.snee@cornwall.gov.uk
Dyslexia support (*)	School and family assessment and support for children with dyslexic tendencies	School referral/ Early Help Hub
Communication support ASD pathway (*)	Advice, support and practical intervention for children with ASD	School referral/ Early Help Hub
Educational Welfare Service(*)	Supporting attendance at school	01872326530 Cornwall Council Sarah Mallard
School Nursing service (*)	Health Support and advice	01288287722 School referral/ Early Help Hub
The Virtual School (*)	Support for children in care	01872 323565
MARU Multi Agency Referral Unit	Social Care referrals, safeguarding concerns and advice	0300 1234 101

Trust School contact numbers:

Budehaven Community School: 01288 353271

Bude Primary Federation: 01288 353798 & 01288 352731

Kilkhampston School: 01288321259

Stratton school: 01288353196

Whitstone School: 01288 341241

St Marks, Morwenstow : 01288 331395

For Children:

Scouts, Cubs and Beavers- Amanda Lovejoy 01288 321635- www.3rdbude-rowanscoutgroup.co.uk

Scouts, Cubs and Beavers- Annie Winsland 07576183622

Brownies

Boys Brigade for more details please contact Gladys: on 01566 781346 or email: gladys.jose@btconnect.com

Swimming- Splash-Telephone: 01288 356191

Budehaven Community Leisure: 01288 353714

Recreation Ground-01288352515

Adventure International- 08707775111

The Venue -01288355366

Bude Surf club- 01288 350007

Bude Sharks- web@budesharks.co.uk

Bude Rugby club- 01288354795

Bude Football club-Richard Pinkus 01288 355501

Bude Hockey club-Alan Muller Tel: 07814306848

Bude Youth Theatre- Richard- 01288 356537

CJS Dance school- cjenkins01@hotmail.com and 07792577537

Amanda Brook Dance- 07811 290923

Support for Children:

Young Carers-Liz Digweed-07834006454

Penhaligons Friends-support for Bereaved children- 01209 210624 or 01209 215889

Kooth-young people in Cornwall have access to a free counselling service: 08453 307 090

Mobile: 07702 812 638 Email aaron@xenzone.com www.kooth.com

Youth Work- csfenquiries@cornwall.gov.uk

Barnardos -01566 86873

Action for Children-01726 815005

Support for Parents:

Health visitors-01288 287742

FIS-0800 587 8191

Community Children's Nurse-01237 426324 or 07789903106

Neetside surgery-01288 354444

Stratton Medical Centre- 01288 352133

April Lodge Dentist-01288 355355

Bude Children's centre- 01288 353968

Living support:

Energy help-Cornwall's Independent Energy Experts:

Freephone advice line: 0800 954 1956

Direct line: 01209 614975 ext 9213

Mobile: 07976 490956

Website: www.cep.org.uk

Council help 0300 1234 100

Stop Smoking- Julia Bright-07875266349

Health Trainer- 07824417555

Citizens advice bureau-0844 4994188

Housing help-0300 1234 161

Counselling support- 01579 373700

Bude Town Council-01288 353576

Blanchminster Trust-Charity supporting the educational needs of local people-01288 352851

Bude Life Centre-01288 359714,

CAB debt help: <http://www.adviceguide.org.uk/>

Answers to Frequently asked Questions

- 1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?**

Class teachers use continual assessment to identify the progress that children make and to determine when children have difficulties. Parents should also approach their child's class teacher if they have concerns about their child's learning. Children for whom there is a concern and whose learning is being monitored are indicated on a register of concern. Children who, following investigation, monitoring, assessment and perhaps need additional support to resolve their needs, are placed on the Register of Need. Children for whom the need cannot be met without significant additional support and intervention would be assessed under the Education, Health and Care Plan process to see if they are eligible for further support.
- 2. Who is responsible for the progress and success of my child in school?**

The class teachers are responsible for the progress and success of all children in their class. The head teacher is responsible for monitoring the success and progress within individual classes across the school. The SENCO is responsible for monitoring provision for children with SEND for doing specific assessments, for giving advice and making referrals. However, we see education as a partnership between home and school and encourage children to be pro-active in and responsible for their own learning.
- 3. How will the curriculum be matched to my child's needs?**

The curriculum is differentiated to meet the needs of all children although wherever possible we endeavour to deliver the age appropriate curriculum to every child. . Children are often grouped by ability within our mixed age classes so that we can further support their learning needs within the class teaching.
- 4. How will school staff support my child?**

Needs will be identified, discussions held with parents, interventions carried out – either short term or longer term, specific assessments carried out and if necessary external advice will be sought.
- 5. How will I know how my child is doing and how will you help me to support my child's learning?**

There are 2 termly parent meetings at which progress and current attainment are shared with parents. A 3rd meeting is offered at the end of the year after the written school report. The school has an open door policy where parents can make appointments to see class teachers, ring to speak to them or contact the head teacher/SENCO to find out how children are doing in school. Our teachers are happy to explain and model to you how we support children in school so that you can continue this at home. Strategies and resources will be shared with parents to support them with current methods for teaching and learning.

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

The school is aware that sometimes children with SEND can appear to be the target for unkindness, however, at Jacobstow School we pride ourselves on our inclusive policies and attitudes and the positive respect our children give to each other. We provide a range of support for children through sensory support, some play and talking therapies, Relax and Grow Mindfulness Programmes, positive play activities and high levels of adult support to ensure that children are supported in unstructured times. We also have a SPACE programme to offer support based in TIS, RTime, ELSA and Thrive Principles,

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

Jacobstow School has a strong commitment to safeguarding its children and ensuring that they find school a happy, caring and safe place to be. Through our policies and practises, we give children opportunities to share any concerns they might have and encourage them to be open and honest about their feelings towards school. If your child expresses a concern or worry at home, please let us know as soon as you can so that we can help to put an event in context, or investigate what has taken place to cause your child to feel concerned.

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

This is covered in the Services section above.

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

This is covered in the document above.

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

All children are given the opportunity to go on school trips and reasonable staffing and transport adjustments are made wherever possible to do so to ensure that there is equal access.

11. How accessible is the school environment?

Covered in section 8 and see disability access plan

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

Covered in section 9

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

The head teacher in consultation with the governors decides upon the allocation of resources dependent upon the identified needs within the school at any specific time.

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

Advice from the class teacher, the SENCo, and external professionals consulted will be reviewed and shared with parents and a decision made as to the best course of action to meet the child's needs.

15. Who can I contact for further information?

Class teacher or Mrs Rofe, Head teacher and SENCo,

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

Contact the head teacher, SEND governor or the LA

17. How often is your local offer reviewed?

This offer is reviewed annually or in line with changes to SEND legislation

Cornwall's Local Offer includes all support available to children and young people in Cornwall (aged 0-25) with special educational needs and / or disabilities and their families. This can be found at www.supportincornwall.org.uk/localoffer