



[Troon Community Primary School](#)

[Our SEND Information Report and 'Local Offer' for Special Educational Needs and Disability \(SEND\)](#)

[Published September 2017](#)

At Troon C.P. School, we value the individuality of all children and are committed to giving them every opportunity to achieve the highest standards and meet their full potential. We want all our children to enjoy their time at school and feel that they are a valued part of our inclusive school community. We do this by taking account of pupils varied life experiences and needs. We offer an exciting, broad and balanced curriculum which is delivered through quality first teaching using approaches that are consistent throughout the school, focusing our planning to meet the specific needs of individuals and groups of children with diverse learning needs. We have high expectations for all children, and we strive to help them become aware and celebrate their achievements, positive attitudes and well-being.

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## People who support children with Special Educational Needs / Difficulties with learning in this school.

### Who should you talk to for further information and advice?

Staff	What they are responsible for
Miss Roisin Gray <i>Special Educational Needs Co-ordinator (SENDCo)</i>	<ul style="list-style-type: none"><li>• Co-ordinating (in consultation with the Senior Leadership Team) all the support for children with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li><li>• Making sure that parents and carers are involved in supporting their child's learning at all stages. This includes planning for and reviewing the support provided during the year.</li><li>• Making referrals and liaising with people who work in external agencies who come into school to help support the children further, e.g. Speech and Language Therapy.</li><li>• Monitoring and evaluating the provision we have made to make sure it is having a positive impact. Providing advice to school staff if changes need to be made to improve it further, or contacting external agencies for further advice.</li><li>• Updating the SEND register (Record of Support) which ensures everyone working in school is aware of the needs of the children, and managing the records of children with special educational needs.</li><li>• Supporting and advising colleagues so they can help the children achieve their best in all areas at all times.</li></ul>

<p>Individual Class Teachers:</p> <p><b>Nursery</b> - Miss Sarah Johns/ Mrs Jan Clayden</p> <p><b>Reception</b> - Miss Sarah Johns/ Mrs Jan Clayden</p> <p><b>Year 1/2</b> - Mrs Charlotte Kirby</p> <p><b>Year 1/2</b> Miss Debi Ashworth</p> <p><b>Year 3</b> Mrs Lucy Askew</p> <p><b>Year 4</b> Miss Roisin Gray and Mrs Jo Rossignol</p> <p><b>Year 5</b> Mr Ed Firth</p> <p><b>Year 6</b> Miss Catie Brownlow</p>	<ul style="list-style-type: none"> <li>• Planning and delivering exciting curriculum opportunities that <b><u>all</u></b> pupils can access, and planning activities which engage and encourage full participation in all types of learning.</li> <li>• Checking on the progress of all children and identifying when a child may need extra support. Meeting and deciding with the parents and the SENDCo what help may be needed (such as targeted work, extra support, or referral to an external agency for more advice.)</li> <li>• Writing ILP's (Individual Learning Plans) which identify specific targets that will help the child make progress in the identified area (learning or social) and the activities that will take place to achieve these. Sharing these with the parents and child and adapting them where necessary to take into account the views of the parents and child. Each term reviewing the targets and setting new ones, based on assessments and advice from other contributors.</li> <li>• Making sure that the child regularly accesses the planned work / programme that has been identified in their ILP and that all staff working with the child are supported so they achieve the best possible progress.</li> <li>• Following all school policies and especially the SEND (Special Educational Needs) policy to make sure they meet the needs of all children in their class, especially children with SEND.</li> </ul>
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Head Teacher Mrs Julie Lamb	<ul style="list-style-type: none"> <li>• Managing all aspects of the school, including support for children with SEND and children who are looked after by the local authority (designated children in care person).</li> <li>• Making sure the needs of all children are met, but giving responsibility to the SENDCo and class teachers to manage the day to day organisation of children's learning.</li> <li>• Keeping the Governing Body up to date with issues in school relating to SEND.</li> </ul>
SEND Governor Mrs Linda Seymour	<ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the school who has SEND.</li> <li>• Meeting with the SENDCo regularly to monitor the progress of children with SEND and to find out what provision is being made to meet the needs of the children who have been identified as having SEND.</li> <li>• Being a Champion for children with SEND.</li> </ul>

### **Admission Arrangements:**

We follow the county admission policy for all children, including those with SEND. Please follow these links for more information: [Cornwall Council Co-ordinated Admission Scheme](#) and [Fair Access Protocol](#).

### **Complaints procedure:**

In the unlikely event that you have a complaint to make about the SEND provision in our school please contact the class teacher in the first instance. If you feel they have not been able to resolve your complaint please contact the SENDCo or Head Teacher. If you feel you need to take your complaint further then please contact Mr Terry Carter who is the Chair of the Governing Body. Details of how to do this are available from the school office.

## What Support and Provision do we offer?

We have high expectations for all our children and we achieve this by removing all barriers to learning and participation. We want all our children to feel that they are a valued part of our inclusive school community. However we recognise that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers take account of these requirements and make provision where necessary, to support individuals or groups of children and enable them to participate effectively in all curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age and this help may change during their time here depending on their changing needs and circumstances.

### How do we identify if a child needs more support?

All children are assessed when they enter our school and at regular intervals throughout the year so that we can build upon their prior learning. We use this information to ensure we provide an appropriate curriculum for all.

Early identification is vital and if our assessments (or observations) indicate that a child may be experiencing difficulties with their learning, we will consult with their parent/carer and agree which strategies and resources we will use to support them. This level of support is called SEN Support and at this stage the child will be added to the School's Record of Support.

If a child reaches a stage where we feel we need to liaise and ask for more support or advice from outside agencies, we will consult with their parent/carer to explain why and to gain permission first. In most cases the children will be seen in school by external support services which may lead to additional strategies or strategies that are different from those already used in SEN Support so far.

If a child continues to demonstrate significant difficulties despite the support that has already been put in place, a request for statutory assessment (with the parent/carers support) will be made to the local authority. The school

submits evidence to show what has been put in place and what has happened as a result of it. The local authority will consider the evidence and decide whether to seek further advice from professionals before considering if an Education and Health Care Plan (EHP) is needed. This decision is based on whether special educational provision is needed beyond what is normally available to mainstream schools.

### **How do we assess and review how children are progressing towards their outcomes?**

Class teachers are responsible for assessing the progress of all children in their class, but we have an 'assess and review' cycle in place where we review and set specific targets (outcomes) for our children with SEND. These targets are written in an ILP (Individual Learning Plan) and these are updated once a term (October, February and June). The ILPs are shared with the parents and child who are invited to add to or fine tune the targets, or set additional ones that they feel will help. These are then reviewed before the next targets are written and again this is shared with the parents and child and are used to discuss what went well and next steps. From time to time pupil conferencing takes place and the children are invited to meet with the Head Teacher and Governors to talk about their progress and aspects of their learning that they think work well as those that don't. These conversations are fed back to the teacher so that any information that is relevant to the 'assess and review' process can be included.

The work that is planned to meet the targets in the ILPs may take place within whole class activities, or children may be taken out in small groups or individually to work on specific activities. Where this happens the teaching assistant leading the work is asked to feedback to the class teacher after each session to highlight successes and to discuss any areas of difficulty so teachers can advise next steps. Additionally each term class teachers meet with the Head Teacher to have pupil progress review meetings. These meetings are an opportunity to discuss the progress of the children they teach and as part of the meeting there is a focus on children with SEND. If there are concerns over a child's progress this is discussed further and may result in changes to support and activities or may lead to us seeking further advice from outside agencies.

All the information collected in this process is given to the SENDCo and is used to create and evaluate our school provision map which outlines the additional provision and interventions we provide.



### **What SEN do we currently provide for?**

Currently we provide support for children with the following additional needs:

- dyslexia
- hearing impairment
- nystagmus
- global developmental delay
- attachment disorder
- Speech and language (including social communication).
- ASD
- Complex medical needs
- Diabetes

### **What training have school staff had to support children with SEND?**

- Selected members of school staff have been on the following training and their expertise in these areas is then used to support children as needed:
- Speech and Language: Learning Language and Loving it; Language Steps; Makaton.
- Hearing impairment: Teaching Hearing Impaired Pupils and Students.
- Dyslexia: The Dyslexia Friendly Classroom.
- Behaviour: Team Teach.
- ASD: Autistic friendly Classroom.
- Gastric tube feeding and tracheotomy management training.
- Additionally staff have received inset and twilight sessions in Attachment disorder; Visual Impairment; ADHD; ASD; and precision teaching.



If in the future a child is enrolled with SEND that we have not dealt with in the past, or have not had training for, we will always seek professional advice and training from outside agencies to make sure all staff have the skills needed to work with the child.

The information provided in the next sections outline the type of support and provision we have in place for all our children, as well as identifying how this is adapted and targeted to meet the needs of children who may only need extra support for a specified period of time. It also outlines the specialised support and provision that some children need for a longer period of time. Not all children will need access to every type of support listed but may need access to some of this provision at certain times.

### Partnership with Parents and Carers - Our Approach

<b><u>The Whole School Approach</u></b> (for all our children)	<b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)	<b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)
<ul style="list-style-type: none"> <li>• A Home/School Agreement is signed by parents, children and teachers.</li> <li>• We have an 'Open door' policy throughout the school and if we can't see you at that time, we will make an appointment that is convenient to all.</li> <li>• Every parent is invited to attend parent's evenings in the Autumn and Spring terms.</li> <li>• All children have home/school diaries that are also used for communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers may be invited in for additional meetings to discuss concerns.</li> <li>• Parents/Carers are encouraged to contact the school to arrange additional meetings with class teachers, SENDCo or Head Teacher when they have concerns.</li> <li>• Parents/Carers of children with</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the Additional Targeted Support and Provision parents may be invited to attend meetings with the school staff and following professionals                         <ul style="list-style-type: none"> <li>→ Family support</li> <li>→ Educational Psychologist</li> <li>→ ASD Team</li> <li>→ School Nurse</li> <li>→ SALT</li> <li>→ Hearing Impairment Team</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Parents are invited in for 'Learning Journey Open mornings/afternoons' once a term in Reception and Nursery.</li> <li>• Parents are invited in for 'Curriculum Open Afternoons' once a term from Year 1 to Year 6.</li> <li>• Curriculum meetings are held with different focuses and parents are invited in to find out more about how we teach these subjects.</li> <li>• Parents are invited to many social events such as the 'Harvest Festival' and the 'Midsummer Festival.'</li> <li>• The school website is regularly updated with information.</li> </ul>	<p>ILPs (individual learning plans) are given a double time slot at parent's evenings. This is an opportunity to discuss and review the previous targets and together and agree new targets for the following term.</p>	<ul style="list-style-type: none"> <li>• Parents/Carers are supported in attending and are actively involved in: <ul style="list-style-type: none"> <li>→ Early Support meetings</li> <li>→ TAC Meetings</li> </ul> </li> </ul>
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## The Curriculum

<b><u>The Whole School Approach</u></b> (for all our children)	<b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)	<b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)
<ul style="list-style-type: none"> <li>• All children, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• Areas of the curriculum are linked through a topic approach.</li> <li>• Visits/Trips are planned to stimulate and engage all children</li> <li>• Skills are developed through a creative curriculum.</li> <li>• Curriculum targets are set in English and Maths and are regularly reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plans (ILPs) are written and include curriculum based targets focused on the subjects where the child needs support.</li> <li>• ILPs are reviewed termly and new targets are set.</li> <li>• Small group intervention is put in place and may include: English - RWI or Fresh Start small group work. Additional reading sessions or tuition for spellings or writing. Maths - targeted work using Springboard or Numicon resources. Speech and Language - following the advice from the Speech and Language Therapist.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of ILPs.</li> <li>• Personalised timetables and activities.</li> <li>• Multi agency meetings to review areas of difficulty and levels of support.</li> <li>• Annual reviews to review the progress made with targets specified in a Statement or Education Health Care Plan.</li> <li>• One to one personalised intervention may include:               <ul style="list-style-type: none"> <li>→ Phonics</li> <li>→ Speech and Language</li> <li>→ Social and emotional support</li> </ul> </li> <li>• Specialist support or provision put in placed based on the advice of external professionals such as:               <ul style="list-style-type: none"> <li>→ The Educational Psychology Service</li> <li>→ Dyslexia Team</li> <li>→ Occupational Therapy Service</li> </ul> </li> </ul>

## Teaching and Learning: A consistent approach used by all staff

<p><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• Class and school rules are consistently emphasised and a positive approach to these is adopted at all times.</li> <li>• Encouragement and praise are used effectively to engage and motivate children and reward systems are in place.</li> <li>• Teachers plan for each lesson and differentiate tasks and outcomes to ensure all children make progress within the lesson.</li> <li>• Learning objectives are shared with the children.</li> <li>• There is ongoing assessment of children's progress and attainment. Questioning is targeted and differentiated to help children think about their own learning.</li> <li>• The groups children work in are changed to reflect the needs of the children for each lesson.</li> <li>• We make opportunities for all children to learn through paired and group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and teaching assistants share information and plans to ensure that children who need targeted support and provision get it.</li> <li>• Support from teaching assistants is targeted to help children in situations or lessons where they may need support more than other children, e.g.               <ul style="list-style-type: none"> <li>• to ensure understanding.</li> <li>• support learning.</li> <li>• foster independence.</li> <li>• promote self-motivation to stay on the task.</li> </ul> </li> <li>• 1:1 support is provided to meet personal and social needs (where appropriate).</li> <li>• Time and support are given before responses are required if it is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support for children who need more intensive support.</li> <li>• Teaching times and learning environments can be adapted to meet specific needs.</li> <li>• The following outside agencies are approached for further advice and support:               <ul style="list-style-type: none"> <li>→ Educational Psychologist</li> <li>→ Dyslexia Service</li> <li>→ Autism champion in collaboration with the ASD team</li> <li>→ Speech &amp;</li> </ul> </li> </ul>

<p>Children have 'talking partners' in order to share their ideas, knowledge and learning.</p> <ul style="list-style-type: none"> <li>• There are high expectations for all children which are made clear in lessons.</li> <li>• There are opportunities for all children to work independently, in small groups or as a class.</li> <li>• Feedback is given (verbal or written) and is used to move pupils on in their learning.</li> <li>• There are opportunities for children to reflect on their work and correct or improve it further.</li> <li>• There is an emphasis on talk for writing and storytelling to help children internalise language structures.</li> <li>• All classes are supported by teaching assistants for at least part of the day.</li> <li>• Topic homework is set for three half terms for all children.</li> <li>• Keyboard lessons are available once a week (for a small fee).</li> <li>• Regular school trips take place and are linked to the topic the class are following. Occasionally other trips are provided to help develop children's wider understanding of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, Write, Inc 1:1 or small group tutoring is targeted to give extra phonics support for children who are experiencing difficulties learning to read and write in Key Stage 1.</li> <li>• Read, Write, Inc Fresh Start or Comprehension is used to support children in Key Stage 2 who are experiencing difficulties learning to read and write.</li> <li>• Pre-teaching sessions or sessions to consolidate learning after whole class teaching are used to support children when learning new concepts and skills.</li> <li>• Maths intervention (using Numicon programme) is used to help children experiencing difficulties in maths lessons.</li> <li>• Individual behaviour systems and rewards are discussed and agreed with parents and carers.</li> <li>• ICT resources are used to support learning if appropriate.</li> </ul>	<p>Language Service</p> <p>→ Hearing Impairment Service</p> <p>→ Special school (Curnow) outreach service</p>
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## Self-Help Skills and Independence

<p><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• Classrooms are well laid out and all resources are clearly labelled. Children are taught what resources are available for them to access independently.</li> <li>• Adults model self-help behaviours and expectations are high.</li> <li>• They are given opportunities to work independently.</li> <li>• Learning walls are kept up to date and allow children to access resources and strategies they need to use independently.</li> <li>• House points and Golden Tickets are used to reward children independently following the school's 'Golden Rules'.</li> <li>• Tokens are given out to reward children who are seen to be upholding the school's six values: Respect; Kindness; Resilience; Independent learners; Teamwork and Aspirational learners.</li> <li>• Resources to develop self-help skills are available in each class.</li> <li>• Children are asked to reflect on their learning and share what they think their 'next steps' should be.</li> <li>• Weekly R-time sessions teach children how to cooperate with each other and complete activities with independence.</li> <li>• Children are encouraged to participate in the 'Children's</li> </ul>	<ul style="list-style-type: none"> <li>• Adults in class help children develop independence by reminding them to use, or modelling how to use personal equipment such as talking tins or reading overlays.</li> <li>• Access to the school learning mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Individual plans can be created, based on advice taken from external professionals such as Educational Psychology, Hearing Support or Vision Support.</li> <li>• Dyslexia packs are created for children who are dyslexic or considered to have dyslexic tendencies. These contain tools which help them independently address areas of difficulty.</li> </ul>



University' scheme and take an active part in a wide range of different learning opportunities that exist outside of class teaching (both in and out of school).		
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The Physical Environment (accessibility, safety and positive learning environment)

<p><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to everyone including those students with SEND, e.g. there is a ramp at the front and back of school.</li> <li>• There is one accessible toilet.</li> <li>• There is an effective Anti-Bullying Policy and incidents are minimal and dealt with effectively.</li> <li>• Every class has (appropriate to the age of the children): learning walls, phonics/spelling walls, visual timetables and a book corner.</li> <li>• The school's 'Golden Rules' are displayed in each class and referred to regularly.</li> <li>• Classrooms are well-organised and clutter free.</li> <li>• Appropriately sized tables and chairs for each class to give full access to children.</li> <li>• Children have access to whiteboards, ipads and computers.</li> <li>• We have a flexible learning approach, encouraging learning both</li> </ul>	<ul style="list-style-type: none"> <li>• There are several spaces available for small group work/quiet space.</li> <li>• Fun-fit motor skills programme is available to support the development of children's coordination and postural stability.</li> </ul>	<ul style="list-style-type: none"> <li>• A 'distraction free' area can be set up for a child as needed within or outside the class space.</li> <li>• Specialist equipment is provided to the school, on the advice from therapists and health colleagues.</li> <li>• Classrooms, corridors and the</li> </ul>



<p>inside and outside.</p> <ul style="list-style-type: none"> <li>• Children are provided with water bottles each year and are encouraged to have them available in class at all times.</li> <li>• Each class is allocated dedicated 'Library Time' but it is also open Monday to Thursday from 08.45 to 08.55.</li> <li>• There are three different playground areas. Children can choose where to play and staff encourage them to choose areas best suited to the games they want to play.</li> <li>• Risk assessments are completed for any activities that take place off the school site. Risk assessments are already in place for the school site.</li> <li>• The school has an Accessibility Plan. See <a href="http://www.troon.cornwall.sch.uk/website/school-policies/37636">http://www.troon.cornwall.sch.uk/website/school-policies/37636</a> for more information.</li> </ul>		<p>hall are made accessible for children with sensory needs.</p>
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### Social Interaction Opportunities

<b><u>The Whole School Approach</u></b> (for all our children)	<b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)	<b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)
<ul style="list-style-type: none"> <li>• All children attend class and whole school trips/visits and shared experiences</li> <li>• All children have opportunity to attend whole school events e.g ' </li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor support through small group work, using games to promote positive interactions and development of social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants use social stories with individual children.</li> <li>• Children are individually supported by Teaching assistants in less structured times such as 'playtime</li> </ul>

Midsummer Festival '		or Golden Time' if support is needed.
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### Health, Wellbeing and Emotional Support

<b><u>The Whole School Approach</u></b> (for all our children)	<b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)	<b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)
<ul style="list-style-type: none"> <li>• The contributions of every child are valued and we provide a secure and supportive learning environment.</li> <li>• We operate a positive behaviour policy.</li> <li>• There are displays in the hall to celebrate children's achievement.</li> <li>• We hold the 'Healthy Schools' award.</li> <li>• P.E. lessons are provided at least twice a week.</li> <li>• A variety of extra-curricular clubs are offered after school.</li> <li>• Breakfast club and an after school club is available each morning and afternoon for children in Reception to Year 6 for wrap around care.</li> <li>• Children in Year 3 and 4 have weekly subsidised swimming lessons at Carn Brea Leisure Centre.</li> <li>• Children and their families are encouraged to participate in 'Walk to School Week' twice a year.</li> <li>• Weekly R-time sessions teach children how to develop respectful relationships and builds self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Fun-fit motor skills programme is available to support the development of children's coordination and postural stability.</li> <li>• Learning Mentor support through programmes designed to support emotional difficulties such as:               <ul style="list-style-type: none"> <li>→ Draw and talk</li> <li>→ Volcano in my</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Golden Books to focus on positive events in school</li> <li>• Visual Cues/individualised emotional support</li> <li>• Individual behaviour plans.</li> <li>• Individual safety plans.</li> <li>• Access to external professionals such as:               <ul style="list-style-type: none"> <li>→ CAMHS</li> <li>→ Educational Psychologist</li> <li>→ Social Care</li> <li>→ Family Support Services</li> <li>→ Bereavement Services (as required)</li> <li>→ Walk on Water</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• All staff have completed basic first aid training and at least two members have completed in depth paediatric first aid training.</li> <li>• There is a named child protection officer (Julie Lamb) and a deputy (Caroline Teague).</li> <li>• Year 5 and 6 take part in 'Bike Ability' lessons each year. The school has six balance bikes and these are used for lessons with Reception and Year 1.</li> <li>• The school nurse carries out hearing tests for all children in Year 1.</li> <li>• The children in Reception and Year 6 are entitled to have height and weight measurement checks.</li> <li>• An anti-bullying week is held once a year. Any incidents of bullying are investigated and logged. This is monitored by the Head Teacher. See <a href="http://www.troon.cornwall.sch.uk/website/school-policies/37636">http://www.troon.cornwall.sch.uk/website/school-policies/37636</a> for more information.</li> </ul>	<p>Tummy</p>	<p>counselling</p> <ul style="list-style-type: none"> <li>→ Behaviour Support Services (as required)</li> <li>→ ASD Team</li> <li>→ Outreach service</li> </ul>
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## Transition From Year to Year and Setting to Setting

<p><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p><b><u>Additional Targeted Support and Provision</u></b></p>	<p><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• We carry out home visits for Nursery children.</li> <li>• When a child starts in Nursery there is a flexible approach ensuring children settle as smoothly as possible. Children can build up their time in the Nursery gradually until they feel confident to stay for the full 3 hour session. Parents are invited to stay and support during the initial visits.</li> <li>• Children starting at the school in the Reception class are invited to have three transition visits. The Reception teacher will also visit them in their Nursery setting before they start.</li> <li>• In the summer term the Reception teacher and Foundation Stage Manager hold a 'welcome' meeting for the parents of children starting with her in the Autumn term, to help the transition from Nursery.</li> <li>• Children in Reception have a series of 'meet your new teacher' sessions over several weeks to help with transition to Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>• A 'buddy' system can be set up to support children when they first come to our school.</li> <li>• There is a Gifted and Talented maths programme with the local secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who potentially could struggle with transition into our school are identified and are invited to spend several sessions with their new class before officially starting.</li> <li>• The SENDCo will discuss the subject of Secondary transition for children with Statements or EHCPs (Education and Health Care Plan) at the annual review in Year 5.</li> <li>• The SENDCo from the preferred Secondary School is invited to attend Year 6 annual reviews.</li> <li>• Children in Year 6 who potentially could struggle with transition to Secondary School are identified and additional visits/support are arranged.</li> <li>• Advice from other agencies is gathered to support individual transition.</li> <li>• Early support meetings.</li> <li>• If your child moves to another school we will call the school SENDCo and make sure they are aware of any special arrangements or support your child</li> </ul>

<ul style="list-style-type: none"> <li>• Meetings are held between the present and the next class teacher and key information is updated each year and handed over.</li> <li>• Each class from Year 1-6 has a 'meet your new teacher' session towards the end of the summer term.</li> <li>• In the autumn term Parents/Carers are invited to a 'Meet your child's new Teacher meeting' in years 1 - 6.</li> <li>• We have good liaison with secondary schools.</li> <li>• Secondary taster days are arranged.</li> <li>• Year 5 and 6 children visit the local secondary school regularly for a variety of activities including: sport, maths and science</li> <li>• The school is part of a PE partnership with the local secondary school</li> <li>• New families wishing to start at the school are invited in to look around and are provided with the school prospectus.</li> <li>• Records about your child will be passed onto any new school as soon as possible.</li> </ul>		<p>needs. Record will be passed on as soon as possible.</p>
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## Information about the services we work with:

When the need arises we refer children to a variety of outside agencies for specialist advice.

### Educational Psychology Service

We discuss children who we are concerned about at planning meetings each term. We then prioritise and refer the children we feel we need more expert advice about to the educational psychologist. They carry out a variety of observations and assessments. They advise us on strategies to help the child overcome their barriers to learning. If necessary, they advise us to apply for statutory assessment for an Education and Health Care Plan (EHCP).

### Speech and Language Therapy Service

Some children start school with poor articulation or language delays. After careful observation, we refer children to the NHS Speech and Language Therapists. They observe and assess the child's language skills. They then provide therapy for some children and set goal summaries for the school. Teaching assistants in the school work with children to achieve these goals.

### Behaviour Support Service

When necessary we refer children to the Behaviour Support Service. They observe children in school and give advice. If the child is in Foundation or KS1, we can refer to Scallywags, who may offer places on a weekly programme for 6 months. They work with the child in school and in the home. Children who might need a diagnosis for ADHD are referred to CAMHS (Child and Adolescent Mental Health Service).

### Dyslexia Support Service

We test for dyslexia in school and then put targeted intervention in place. If a child is still not making expected progress, they are referred to the Dyslexia Support Service. An advisory teacher will come and assess the child, then

offer advice regarding further interventions and classroom strategies. The Dyslexia Support Service will also offer advice and strategies for children who might be at risk of dyscalculia.

#### Autistic Spectrum Condition/ Social Communication

Children in year 1 or younger can be diagnosed by the Community Paediatrician. Children in year 2 or above will be referred to CAMHS.

#### Developmental Co-ordination Clinic

If we are concerned about a child's motor skills and suspect dyspraxia, they will take part in Fun Fit or Top to Toe, in school. If their co-ordination does not improve they will be referred to the NHS Community Paediatric Developmental Co-ordination Clinic.

#### Hearing Support Service

All children are routinely screened in year 1, but any other children who appear to have hearing difficulties are referred to Community Paediatric Audiology. Any child who wears hearing aids is visited by the teacher of the deaf. Those with a severe hearing loss have regular teaching visits and specific advice is given to the school to further support those children.

#### Vision Support Service

Children who have been diagnosed with specific visual impairment are seen in school by a teacher from the Vision Support Service. The school is also given advice regarding classroom strategies and supplied with assistive technologies.

#### Physical Disabilities Support Service

Any child in the school with a physical disability is visited by an advisory teacher who gives advice and provides assistive technologies.



## Curnow School

Our local Special School is Curnow School. We have good links with the school and have benefitted from their Outreach Service. They have given us advice for children with Statements of Special Educational Needs/ Education and Health Care Plans and also provide staff training.

## Educational Welfare Officer

The EWO supports the school in raising attendance. Parents are invited in to discuss concerns the school has regarding low attendance. We also use these meetings as an opportunity to find out if there are actions that can be put in place to support the family.

## Social Care and Mental Health

When needed referrals are made to social care or the CAMHS team. We understand the value of working through a multi-agency approach.

## How to Contact Us:

If you have any other questions about our local offer please contact the Head Teacher or SENDCo by calling the school on 01209 714289. Alternatively you can email the school secretary at [secretary@troon.cornwall.sch.uk](mailto:secretary@troon.cornwall.sch.uk) who will forward your email onto the person who can help.

If you have any suggestions about how we can improve our school local offer we would be happy to hear your ideas, please pass them onto the Head Teacher or SENDCo.

For more information on Cornwall Councils local offer please visit:

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2>