



Truro Nursery School (TNS)
Our 'Local Offer' for Special Educational Needs and Disability (SEND)
March 2023

At Truro Nursery School we believe that children deserve the best possible start to their education. We hope to provide this, both in the Nursery School and in the community, by offering a safe, secure and happy environment in which children feel confident and ready to learn. We believe that everyone, including those identified as having special educational needs and disabilities (SEND), are welcome at Truro Nursery School and are fully included in all aspects of the Nursery.

The areas of SEND include: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical.

We feel that a genuine partnership with parents is essential and we acknowledge and draw on parents' knowledge and expertise of their own children.

What is the LA Local Offer? Local Authorities (LA) and schools are required to publish and keep information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. This is known as the 'Local Offer'. The support which can be offered in our school is part of the wider Local Authority Offer, details of which can be found at localoffer@cornwall.gov.uk.

The children will be supported by experienced staff including qualified teachers who are all committed to providing quality nursery education, and care. All our staff receive training to support all children and their needs and we have a strong commitment to meeting the needs of any child. We embrace the fact that every child is unique and, therefore, the educational needs of every child is different; this is definitely the case for children with Special Educational Needs and Disabilities (SEND). We ensure that all children are equally valued by having equal access to a broad and balanced

curriculum which is differentiated to meet individual needs and abilities. We ensure that we undertake training and gain advice specific to children with additional or special needs in our care in order to meet their individual needs.

We have been trained by ICAN (the children's communication charity now speech and language uk) as a communication supportive school. We also have a sensory room which houses a range of wonderful equipment to support all children and especially children with sensory needs.

Furthermore, we have a number of practitioners who have been trained by Jabadao to run a movement play approach which supports children's social and emotional needs as well as physical development.

The aims and values of our school are:

- Promotion of emotional wellbeing; development of self-esteem, confidence, security and independence
- A preparation for life; learning about taking risks, communication, tolerance, cooperation, aspiration for achievement
- Fostering a love of learning for all; the development of awe and wonder, excitement, enthusiasm, and essential skills
- A social responsibility for all; developing social skills and relationships, respect, communication, accountability, acceptance and empathy
- A quality environment which is calm, secure, stable, safe, healthy and inclusive
- Aspiration for excellence; clear and high expectations, a quality environment and respect for all
- Community involvement; an open door policy, working with the whole family and development of partnerships
- Sustainability of the school to include financial, environmental, maintaining a positive profile, professional relationships and adapting to changes

We have a priority one list on our admissions policy which ensures that any child with an EHCP and any other child considered vulnerable (at governors' discretion) will be offered a priority place. We believe this is important as we offer quality early years education led by qualified teachers.

We are a fully inclusive school and no child with SEND will be treated less favourably than their peers. In order to achieve this inclusivity, we ensure we have suitable ratios, children with SEND work with teaching assistants and teachers, training is relevant and timely, all activities are adapted to ensure all children can take part, and parent consultations for children with SEND are given extra time.

Our building and site is fully accessible ensuring any child with SEND has full access to the environment and curriculum. Parents/carers holding a blue badge or of children with a disability may park in our disabled car parking space.

Other Relevant Documents

- Accessibility Plan/Policy
- Equality and diversity policy
- Complaints policy
- Admissions policy




Name of the Special Educational Needs/Disabilities Coordinator:

Catherine Stephens is the SENCO

Contact details: Catherine Stephens, cstephens@truronurseryschool.org.uk, 01872 274693

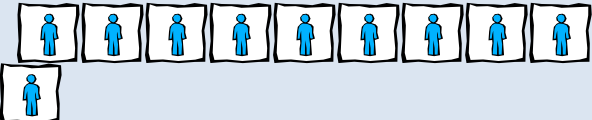


The levels of support and provision offered by our school

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 (Some of this is dependent on additional funding)</p> 
<p>The views and opinions of all children are valued. Children have ownership of their learning journeys; decided what work they want to showcase and they are able to talk about their choices. Pupil voice is heard through:</p> <ul style="list-style-type: none"> • Circle time • Pupil (verbal) questionnaires 	<p>Children have opportunities to work in small groups. Universal offer is adapted as necessary. We use Makaton, symbols, on body signing to help ensure all children are able to communicate their likes and dislikes. Staff members are trained in methods of observing children such as the Lueven scales</p>	<p>Universal offer is adapted as necessary TAC/other meetings involved pupil voice Advocacy is available to children as necessary Documentation is published in a format most accessible to families Children are offered choices and responses are adapted e.g. looking at preferred choice rather than verbalising.</p>




<ul style="list-style-type: none"> • Children being able to make choices about their environment and provision. • Floor books which record children's ideas and consult with children in the planning process. • "All about me" forms are completed by parents and children before they start nursery. • "All about me" boxes which the children bring in when they first start. 	<p>meaning they are attuned to the children's nonverbal communication</p>	<p>One page profile The voice of the child is recorded on the IEP through recording their likes and dislikes and also through including the parents in all target setting.</p>
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2. Partnership with parents and carers




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>TNS values its strong relationships with parents/carers and works hard to develop strong partnerships. We offer an open door policy. Parents are invited in to settle their children if they need it . Learning journeys are available to parents daily. Parents/Carers are invited to parent teacher meetings every six months Spotlights are shared with parents every six months Up to date information about what is going on at TNS is published regularly on parent password protected area on website.</p>	<p>Additional parent/teacher meetings as required. Referrals can be made via the school to a range of additional support agencies e.g. speech and language therapy; family support workers; educational psychologist. This is done in partnership with the parents Specific reading books to support need. IEP's which are reviewed termly and shared with parents Photos of children with SEN are posted 1 x a week on the Family app Parent workshops open to some parents e.g. children's emotional needs</p>	<p>Attendance at TAC/other specific meetings. Additional parent/teacher meetings as required. Photos of children with SEN are posted 1 x a week on the Family app Referrals can be made via the school to a range of additional support agencies e.g. speech and language therapy; family support workers; educational psychologist. This is done in partnership with parents Specific reading books to support need. IEP's TAC meetings and/or EHC reviews where necessary which offer a coordinated and</p>

<p>Families are invited to open days each term. Regular newsletters keep parents up to date. Information/family learning sessions. Daily reading books sent home for sharing Parent workshops open to all parents about for example starting school</p>		<p>multi-agency approach to supporting the child and family.</p>
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3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>The early years foundation stage (EYFS) curriculum is followed. This is designed to be inclusive for all children. Full access to the curriculum for all children regardless of need. Differentiated curriculum planning, activities, delivery and outcome</p>	<p>In class support from adult focus on supporting speech and language Small group circle time In class support from adult to focus on area of need Access to equipment e.g special beaker, chair etc Staff aware of implications of physical impairment Curriculum tasks and activities broken down into a series of small and achievable steps for pupils who have marked learning difficulties. Use of strategies such as backward chaining to enable children to make progress</p>	<p>1:1 support from adult Speech and Language support from SALT, followed up in school EP involvement OT/PT involvement Other agency support as appropriate Individual visual schedule Photos of children with SEN are posted 1 x a week on the Family app Makaton/Signing PECS 1:1 Sensory room 1:1 Speech therapy 1:1 Movement Play Home School contact with parents/carers Finished box system Social stories illustrating desired behaviours</p>

4. Teaching and learning

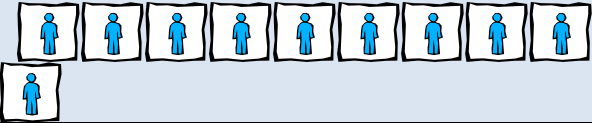
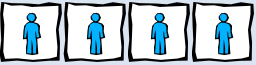

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>Plans are created by the team of teachers in outline and adapted during the week to ensure they meet the needs of children. An appropriate balance of adult led and child led activities. Preferences and learning styles are considered and catered for. Adults may lead/demonstrate play in order to stimulate ideas and develop learning but this will be balanced with allowing the child to lead and explore their interests. Ongoing observations and use of the white board to write next steps. Increased visual aids / modelling etc. Visual timetables. Access to ICT. In class support from adult. Letters and Sounds. Daily mathematics. Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language. Use of ICAN strategies. Increased visual aids / modelling etc. Visual timetables.</p>	<p>Additional use of ICT e.g. IPAD. Group intervention programmes designed to meet the needs of groups of children. Targeted use of communication and language strategies for example ICAN/ advice from SALT/ speech language and communication progression tool. Targeted Movement Play. Group time by ability for some sessions. IEPS. Increased use of visual supports to support children. Children are grouped in small groups where possible. Differentiated use of language e.g. simple and reduced language for some children.</p>	<p>1:1 support from adult. Speech and Language support from SALT, followed up in school. EP involvement. OT/PT involvement. Other agency support as appropriate. Individual visual schedule. Makaton/Signing. On body signing. Sensory cues. Communication in Print. PECS. 1:1 Sensory room. 1:1 Speech therapy. 1:1 Movement Play. Daily contact with parents/carers. Finished box system. Traffic lights. IEPS. Access to ICT e.g. PC with switch, IPAD. Behaviour modification programmes. Use of specialist equipment. Alternative teaching strategies.</p>

<p>Use of symbols Structured school and class routines Movement Play Flexible teaching arrangements Whole school behaviour policy Whole school rules Turn taking Circle Time / parachute games/ group games Flexible teaching arrangements Medical support Movement Play</p>		
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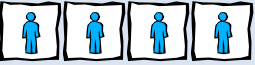

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>At TNS we aim for children to be as independent as possible from day one. E.g Children often prepare their own snack and they pour their own drinks Children are encouraged to solve problems before asking an adult for help Resources are organised to allow children to self-select. Technology aids independence</p>	<p>Support staff to aid independence Personalised support – e.g. talking tins; sand timer; visual timetables etc. All staff to encourage independence Strategies such as backward chaining which encourage children to become as independent as possible. Use of specialist equipment eg utensils , specialist cups etc to support the children’s self help skills</p>	<p>1:1 work with staff. Use of specific visuals e.g PECS to aid choice and independence Use of key worker to enable good relationships which will allow key worker to read signs for key child. Personalised timetables/now and next boards etc. Time given to allow children thinking time to encourage independence. Mobility aids if appropriate.</p>

6. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>PSED curriculum in EYFS Circle times Daily time for parents to chat with teachers Care plans as necessary Diet/health needs catered for and noted for all staff to be aware. Risk assessments Movement play Forest school Staff follow emotion coaching approaches to dealing with children Staff are curious about children's behaviour</p>	<p>Targeted movement play Individual care plans Small group circle/talking times Small group story time Home school book IEPs</p>	<p>1:1 movement play Care plan Input from EP, SALT or other professional. 1:1 story time Home school book IEP 1:1 support on educational trips/other activities Following guidance from health professionals</p>

7. Social Interaction opportunities




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>PSED curriculum in the EYFS A balance of adult led and child initiated activities Circle times Role play areas Movement play ICAN strategies</p>	<p>Intervention groups Targeted circle times Targeted movement play Floor books IEPs Key person</p>	<p>1:1 movement play Care plan Input from EP, SALT or other professional. 1:1 story time Home school book IEP</p>

<p>Planning which reflects and challenges the children's interests</p> <p>An enabling environment</p> <p>Access to the outside</p> <p>Observations on all children</p> <p>Home visits</p> <p>Key person relationship</p> <p>Ongoing communication with parents</p> <p>Forest school activities</p> <p>The environment has small areas which the children can socially interact with</p>		<p>Use of specific visuals e.g PECS to aid choice and independence</p> <p>Use of key worker to enable good relationships which will allow key worker to read signs for key child.</p> <p>Personalised timetables/now and next boards etc.</p> <p>Time given to allow children thinking time to encourage independence.</p> <p>1:1 time in the sensory room</p>
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>Building is DDA compliant – access for all</p> <p>Boundary is safe and secure and checked daily</p> <p>Designated child protection officers</p> <p>Positive learning environment</p> <p>Intrinsic reward system used rather than extrinsic (e.g children encouraged to behave well to feel good rather than for a sticker)</p> <p>Fully adapted disabled toilet and changing room.</p>	<p>Adults trained in manual handling</p> <p>Disabled toilet and changing table available</p> <p>Height adjustable tables</p> <p>Equipment is modified to meet needs e.g handled beaker</p>	<p>Specialist equipment as required e.g support chairs, wobble cushions, walking frames</p> <p>Staff trained to support needs e.g Makaton; Hearing support etc. vision support team</p> <p>Adults trained in manual handling and team teach</p> <p>Disabled toilet and changing table available</p> <p>Height adjustable tables</p> <p>Equipment is modified to meet needs e.g handled beaker</p>

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>A managed transition from the two year old room to the three and four year old room – Children moving phases are encouraged to make up new “all about me” boxes and bring in “some more about me” sheets. The children have taster sessions in the three and four year old room. The new teacher meets all the new families and spends time with them in the two year old room. Transition meetings between staff from both setting. Where necessary staff from the two year old room move up with the three and four year old room. Strong links will all primary schools Visits arranged in summer term to aid transition Staff from local primary schools visit in summer term Contact made with shared provision settings to share progress of child.</p>	<p>Additional visits to primary school to aid familiarisation. Additional taster sessions from the two year old room to the three and four year old room Familiarisation book created with photos to support transition Support staff attending visits to primary schools to help settle in children. IEPs shared with shared provision settings Communication passports created with parents for targeted children which move up to school with the children Teachers from new schools encouraged to visit the children in the nursery and meet with their teachers.</p>	<p>Additional visits to primary school Familiarisation book created with photos to support transition Support staff attending 1:1 with child on visits to primary schools to help children to settle. IEPs shared with shared provision settings TAC meetings to decide on approach for transition Communication passports created with parents for targeted children which move up to school with the children Meetings with the senior area senco and other professionals such as the health visitors before the children start at nursery to discuss the transition Staff met and observed children at the CDC. CDC staff spent time at the nursery to enable the child to settle smoothly.</p>

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>All staff have received enhanced ICAN training Staff meetings led by SALT and EP to support all children Movement play Manual handling</p>	<p>Specific training from SALT, hearing support time and other professionals Jabadao – Movement play training Training attended by staff on trauma informed schools Training from an EP on emotion coaching Training from EP on recognising and support children with social communication needs. Makaton training Visuals training Intensive interaction</p>	<p>Specific training from SALT, OT, EP, the hearing support time and other professionals where appropriate to support individual children. Training on specialist ICT Training to support children with mobility needs e.g. how to use specialist equipment or to safely movement children. Specific training from the Community nurses about peg feeding Vision support training Epilepsy awareness training attended by key staff Sendco is qualified Sensory training</p>
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Katy Neve Senior Educational Psychologist for mid-Cornwall 01872 323022
Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in	Telephone: 01208 834600 Website : www.cornwallft.nhs.uk/

	order to help children who have difficulties with communication or with eating, and drinking	Parent organisation: Early Help Hub
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	Alison Botting Children's Community Therapy Lead 01872 254531
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Contact name Theresa Maunder Contact position Professional Lead Vision Support Team Telephone 01726 61004 E-mail vision.support@cornwall.gov.uk Website Cornwall Council vision support team link
Early years inclusion team	If pre-school children have significant learning, physical, emotional or social needs they may be supported by the Early Years Inclusion Service (EYIS).	Senior Locality SENCO Early Years Inclusion Service Children, Schools and Families Cornwall Council Tel: 07817384858 Email: Janet.Lacy@cornwall.gov.uk
Autistic Spectrum Team.	The Autism Spectrum Team supports young people with autism of school age	Telephone 0300 1234 101 E-mail specialeducation@cornwall.gov.uk Website www.cornwall.gov.uk/.../default.aspx

Early Help – Locality 3	A single point of access for professionals, families and young people to access services	Telephone 01872 322277 E-mail earlyhelphub@cornwall.gov.uk
Health visiting team	Offers health support, services and signposting to families	Telephone 01872 221400 E-mail cpn-tr.ChildrensCMC@nhs.net Website www.cornwallft.nhs.uk/ Parent organisation Early Help Hub
Hearing support team	Work in partnership with parents, and school to support for children with sensory impairment	Contact name Mrs Annie Etheridge Contact position Professional Lead Hearing Support Team & Sensory Lead Telephone 01726 61004 E-mail hearing.support@cornwall.gov.uk Website Cornwall Council - Hearing Support Team

Answers to Frequently asked Questions

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

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally every six months collating a best fit overview of where your child is working in line with the developmental matters following the Early Years Foundation Stage.

We have an open door policy for parents/carers. Parent/ carers are available to share any concerns they may have. Our staff are both well qualified and experienced to identify needs and check development. Catherine Stephens is the special educational needs and disabilities coordinator (SENDCo). Children with additional or special needs are nurtured and tracked carefully both by their key worker, teacher and SENDCo

If your child is identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have. These are held additionally to our six monthly meetings. They will plan any additional support your child may need and discuss with you any referrals to outside professionals to support your child. You and your child will be involved fully with the whole process and very much part of conversations regarding their education in partnership with us.

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) . Following these meetings steps will be taken to address any concerns you may have about your child.

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

The progress and success of your child is everyone's responsibility. This means that we need to work in partnership with parents/carers; staff and children.

The school identifies the needs of SEN pupils on a IEP which includes a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Continual monitoring of the quality of teaching Identification of individuals who require support to catch up; addressing their short-term barriers to learning; monitoring and tracking their progress. Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle. Consideration of application for Education, Health and Care Plan. All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (EHCP) are on our Record of Need. We follow a process of "Assess, Plan, Do, Review" to continually meet children's individual learning needs. (ref SEND code of practice, Jan 2015.)

3. How is the curriculum matched to my child's needs?

The EYFS is designed to be tailored to individuals and recognises that all children are unique.

5. How will I, and my child, know how well they are doing?

Learning journeys are available to parents daily. Teachers and support staff are available every session to discuss any issues with parents/carers. Parent teacher meetings are scheduled every six months. Extra meetings are given for children with an IEP. IEPs are reviewed termly with parents. Children with EHC plans have statutory reviews of their EHC plans every 6 months.

6. How can you help me to support my child's learning?

Teacher and support staff are available every session to discuss any issues with parents/ carers. There are commentaries and photographs available to parents/carers on the secure website area. Daily reading books are available. Some parents/carers may have a home school book.

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

The children's Personal social and emotional needs are supported as part of the EYFS curriculum. Teachers plan regular opportunities for circle times and other specific times to support the children's wellbeing. We use the Leuven scales to track the wellbeing of the children. This observation tool highlights any children we may need to support further. All children have a key person who will support the children's wellbeing. We operate an open door policy so that parents and carers can inform of us any changes which may affect the children's wellbeing for example moving house.

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

All staff are subject to a DBS check – previously known as a CRB. All staff are trained in child protection. Most governors are trained in child protection. Health and safety checks take place daily. Risk assessments are routinely carried out for activities. We are very happy for parents to ring during the session if they are at all concerned about their child's well being – our admin staff will come and check on the child and feedback

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

We are fully inclusive which means that every child has full access to all activities and this includes school trips and visitors. Some children may require activities to be modified in order for them to take part. Our charging policy sets out how we charge parents and this is applied consistently to all parents

10. How accessible is the school environment?

Our site is fully compliant and accessible. All areas of the environment are wheelchair friendly and staff modify activities and equipment to meet need. We encourage our children to be as independent as possible in all areas of the curriculum and their personal lives

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

We have very strong relationships with our partner primary schools. We pass on relevant information such as IEPs and Communication passports. Children with additional needs make extra visits where needed to primary school. We send staff to support them on such visits and make familiarisation books from photos taken so that the child has a reminder that they can use to prepare for the transition. Reception teachers visit us in the summer term to start to familiarise themselves with the children. TAC/EHCP meetings discuss transition in detail and this is tailored to each child and their individual needs

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

We believe in providing resources to meet need; whatever the need. We make this possible by having a dedicated SEND budget.

13. How is the decision made about what type and how much support each pupil receives?

TAC/CAF/ PEP meetings will identify how resources will also be allocated.

14. How you evaluate the effectiveness of provision for pupils with SEN

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held termly. Additionally, the progress of children with Education Health Care plans will be reviewed 6 monthly, as required by legislation. Our data shows that pupils with SEND make good progress.

15. Who can I contact for further information?

Please contact the admin team on 01872 274693.

If you wish to complain

How you handle complaints about SEN provision

If you feel that the Local Offer 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 SENDCO/ the Head Teacher (Helen Adams). Concerns may then be escalated if necessary to the Chair of Governors Rachel Heffer or to the Local Authority (Cornwall Council). Please see our complaints policy.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <https://www.supportincornwall.org.uk/localoffer>