



## Calstock CP School

### Our Special Educational Needs and Disabilities (SEND) Information Report

Date: September 2023

**Calstock CP School is committed to the inclusion of all children, in both vision and practice.**

Our focused objective for 2023-2024:

**Ensure all SEND pupils make sustained progress through Quality First Teaching and impactful curriculum adaptation**

We work with children who have a range of special educational needs and disabilities, including:

Autistic Spectrum Condition (ASC), Dyslexia, Dyscalculia, DCD, Down's Syndrome, complex medical needs, complex physical needs, speech, language and communication needs (SLCN) and social, emotional and mental health difficulties (SEMH).

Across the Calstock and Stoke Climsland Schools Federation, we have expertise in meeting the needs of these children. This expertise is shared through close and regular communication. The executive head teacher, Special Educational Needs Co-ordinator (SENDCo), Senior Mental Health Lead (SMHL) and Inclusion Team meet regularly within Reflect and Review meetings, as part of the school's graduated approach.

Staff have had training in a wide range of different areas of SEND support, including: ASC, Team Teach, Speech, Language and Communication Development, Dyslexia Friendly Schools techniques and principles (including dyslexia screening), pastoral support, including Trauma Informed School (TIS), Emotional Literacy Support Assistant (ELSA), Autism Champion and Lego Therapy and also medical interventions for asthma, anaphylactic shock, gastro feeding and other specific needs.

The school has a commitment to Quality First Teaching. Class teachers are responsible for preparation, planning, and adaptation, for all children including those with SEND. The role of the SENDCo is to offer advice and administrative support to class teachers, parents, and other stakeholders. Stephanie Cook is the SENDCo – [scook@stoke-climsland.cornwall.sch.uk](mailto:scook@stoke-climsland.cornwall.sch.uk)

Alongside this information report, please refer to the following documents:




SEND Policy 2023-2024 [https://stokeclimslandschool.co.uk/documents/%5B916625%5DFederation\\_SEND\\_Policy\\_2023-24.pdf](https://stokeclimslandschool.co.uk/documents/%5B916625%5DFederation_SEND_Policy_2023-24.pdf)

Equality and Diversity Policy [\\*LINK TO POLICY \(post governor approval\)\\*](#)

## Levels of Support and Provision Offered by our School

### Listening to and Responding to, Children and Young People




Every class, from Reception through to Year 6, look at a range of issues, both historic and current. We do this to foster children who are **looking outwards and upwards**, who are **inquisitive and questioning** of the world around them. We have these times in order to **debate** them and for children to be able to share their **own opinions**, justify their **reasoning** and arguably most importantly, **listen** to the opinions and reasoning of others.

Whole school approaches - The universal offer to all children	Additional, targeted support and provision for groups of children	Specialist, individualised support and provision for individual children
		
<ul style="list-style-type: none"> <li>✓ We have an active Pupil Parliament, elected by the children, representing all age groups, which meets regularly to make decisions and offer advice and suggestions to the leadership team.</li> <li>✓ Class Councils meet in each class, to raise issues to be taken to Pupil Parliament.</li> <li>✓ The views and opinions of all our pupils are actively sought and highly valued.</li> <li>✓ All pupils have access to self-identified emotionally available adults.</li> <li>✓ Pupil voice is represented across all year groups and influences our decision-making regarding learning, indoor &amp; outdoor environments, rewards, outdoor learning, events and activities.</li> <li>✓ Pupil voice is also heard in class assemblies, RSHE, Critical Thinking and Global Learning sessions, class lessons, and pupil conferencing.</li> <li>✓ We aim to build authentic, positive relationships between adults and children, in and out of class, so that children feel confident and safe to speak with adults, and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Half-termly Class Inclusion Plan (CIP) meetings with SLT staff to review outcomes and target support to any children who need more structured support.</li> <li>✓ In addition, SEND pupils have Individual Provision Maps (IPMs), created collaboratively between pupils, parents and staff to focus targeted support.</li> <li>✓ Pupils with SEND are included in focus / consultation groups e.g. pupil leadership roles/pupil surveys.</li> <li>✓ Additional provision is developed in light of student voice.</li> <li>✓ Where appropriate, children are involved with setting their own targets.</li> <li>✓ Where appropriate, additional provision will be arranged in response to:               <ul style="list-style-type: none"> <li>○ Termly tracking</li> <li>○ Pupil Premium</li> <li>○ Pupil reflection and review meetings</li> <li>○ Parent consultations</li> <li>○ External specialist recommendations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Where appropriate, children collaborate with parents and staff to create their IPM.</li> <li>✓ Adults working with children are supported and trained to communicate in different ways and use a range of differentiated materials and resources.</li> <li>✓ 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.</li> <li>✓ We endeavour to use adults to act as an advocate to support or speak on behalf of children who cannot easily communicate.</li> <li>✓ Individual support will be dependent on need. We will make our best endeavours to act on the views of individual children and parents.</li> <li>✓ Individual support is responsive to the views of the child where appropriate.</li> <li>✓ Pupil views are an integral part of CAFTAC, Early Support meetings, School Support</li> </ul>

<p>recognise that adults will listen to them and will value their opinions. In addition, pupils have access to their self-identified Emotionally Available Adults (EAAs) at all times.</p> <ul style="list-style-type: none"> <li>✓ Individual discussions and regular verbal feedback between teachers and children form part of routine assessment.</li> <li>✓ Class teachers hold pupil conferencing meetings once a term with pupils.</li> <li>✓ Reception aged children’s voices are recorded in their learning journeys and planning of new learning is based on this.</li> <li>✓ Trained staff within the Inclusion Team can provide TIS, Autism Champion support and Dyslexia Champion support, to support and nurture social and emotional development of all children, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Half-termly CIP reviews</li> </ul>	<p>meetings and EHCP Annual Reviews (where age and need appropriate).</p> <ul style="list-style-type: none"> <li>✓ Wherever possible, documentation is produced in a format that is accessible to the pupil.</li> <li>✓ SEND IPMs and One Page Profiles (OPPs) are written for all children on the Record of Need and stored within their Pupil Passport, as part of the Graduated Approach. These are working documents and are reviewed on an ongoing basis at least three times per academic year.</li> <li>✓ Our pupil’s views are supported through individual needs centred planning, target and outcome setting.</li> <li>✓ CIPs for other vulnerable pupils detail individual needs centred planning, target and outcome setting and are reviewed on an on-going basis, at least half-termly.</li> </ul>
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## Partnership with Parents and Carers

People and **relationships** are at the heart of our schools: our children, teachers and staff, families and friends all make our schools **special**. The children at Calstock and Stoke Climsland schools, and what is right for them, remain the central focus for all staff and members of our school **community** at all times. Our vision and values recognise these strengths while also reflecting our **aspirations**, and are at the core of everything we do.




<p style="text-align: center;"><b>Whole school approaches</b> The universal offer to all children.</p> 	<p style="text-align: center;"><b>Additional, targeted support and provision for groups of children</b></p> 	<p style="text-align: center;"><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>✓ We aim to start building positive, collaborative relationships with all parents/carers before their child starts school and this includes:               <ul style="list-style-type: none"> <li>○ A Starting School pack for parents to refer to.</li> <li>○ Induction sessions for parents to become familiar with the school, staff and buildings. This includes visits to the classroom and meetings with YR staff.</li> <li>○ Parent welcome meeting with YR staff, EYFS lead, Executive Headteacher, Head of School.</li> <li>○ Meet the Teacher meetings are provided at the beginning of the school year for every class.</li> </ul> </li> <li>✓ Termly parent consultations with class teachers. A virtual meeting and outside regular working hours is an option, to optimise attendance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The SENDCo, is available to meet with new EYFS pupils and parents in the summer term.</li> <li>✓ For children with SEND we hold longer parent consultations to review IPMs and agree new targets.</li> <li>✓ Regular Early Support meetings are arranged where needed.</li> <li>✓ Support for parents from school specialists:               <ul style="list-style-type: none"> <li>○ SENDCo</li> <li>○ Autism Champion</li> <li>○ DSL and DDSL</li> <li>○ Dyslexia Champion</li> <li>○ SPACE practitioners</li> <li>○ SMHL</li> <li>○ ELSA</li> <li>○ TIS practitioner</li> </ul> </li> <li>✓ Families are signposted to attend information sessions/workshops to help with supporting their child at home including literacy and numeracy skills, reading, phonics, eSafety, social and emotional well-being.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Annual review meetings for all pupils with an Education, Health and Childcare Plan (EHCP).</li> <li>✓ All parents are given the opportunity to contribute to their child's IPM and OPP.</li> <li>✓ Bespoke home – school communication plans for all pupils with 1:1 support.</li> <li>✓ Support for parents from school specialists:               <ul style="list-style-type: none"> <li>✓ SENDCo</li> <li>✓ Autism Champion</li> <li>✓ DSL and DDSL</li> <li>✓ Dyslexia Champion                   <ul style="list-style-type: none"> <li>○ External support services and agencies</li> <li>○ SPACE practitioners</li> <li>○ SMHL</li> <li>○ ELSA</li> <li>○ TIS practitioner</li> </ul> </li> </ul> </li> <li>✓ Support staff providing individual support develop effective working relationships with parents.</li> <li>✓ Parents/carers are supported in attending, and are actively involved in CAF, Early Support meetings, Annual Reviews and SEND progress reviews.</li> </ul>

<ul style="list-style-type: none"> <li>✓ Appointments available on request to meet with class teachers, SENDCo, Head of School and Executive Headteacher.</li> <li>✓ Parent/carer and wider community volunteers warmly welcomed to volunteer in school.</li> <li>✓ Fortnightly newsletter.</li> <li>✓ The school's website enables parent/carers to understand more about what their child is learning and provides up to date information about the school experience.</li> <li>✓ Class Dojo is our school's communication platform between home and the classroom and is a means of enabling all parents/carers to access ongoing snapshots of their child's learning both in and beyond the classroom. In the event of a school closure, it is a means to sustain learning through tasks and activities which are shared between home and school. Pupils in YR have Tapestry in addition, to capture and share their learning journey.</li> <li>✓ Where families have contextual barriers to accessing online platforms, the school will find ways to enable equality of access.</li> <li>✓ Parent questionnaires</li> <li>✓ The school prides itself with having an 'open door' policy to all parents and carers.</li> <li>✓ The school makes best endeavours to work in partnership with all parents and carers for the benefit of their children.</li> <li>✓ Parents and carers know who to contact if they have concerns.</li> <li>✓ An open dialogue is encouraged between all members of the school team and parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities to support their child.</li> <li>✓ Parents/carers are encouraged to contact school regarding concerns at any time.</li> <li>✓ SEND links are available on the school website.</li> <li>✓ Parents are given information relating to services and support which may be relevant to their needs or that of their child.</li> <li>✓ SEND representation at SLT level as SENDCo/Head of School.</li> <li>✓ Teachers endeavour to be available to speak with parents at the beginning and end of each day. This includes opportunities to speak with staff over the phone or via email and Class Dojo.</li> </ul>	<ul style="list-style-type: none"> <li>✓ External specialist provision is signposted or provided to those children in need, including: Dreadnought; Clear; Penhaligon's Friends and other counselling services.</li> </ul>
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<ul style="list-style-type: none"> <li>✓ Annual reports are sent home at the end of the academic year detailing personal and academic progress and attainment.</li> <li>✓ Referrals to a range of available family services can be made through the SENDCo.</li> <li>✓ Parent/carer views are an integral part of all meetings and reviews.</li> <li>✓ Parents/carers are encouraged to hear their child read daily.</li> <li>✓ Parents/carers are informed of any additional intervention/additional provision their child receives.</li> <li>✓ Parents/carers are encouraged to engage in 1:1 interventions and activities to support their child at home.</li> <li>✓ Home/school communication books are used to aid communication where necessary.</li> <li>✓ Parents receive six (one per half-term) curriculum Knowledge Organisers and Topic Webs specific to their children's topic.</li> <li>✓ Parents/carers are invited and encouraged to join in with: <ul style="list-style-type: none"> <li>○ celebrating learning at different points of the year e.g. class assemblies</li> <li>○ pupil work sharing events</li> <li>○ school trips</li> <li>○ sports days/events</li> <li>○ performances</li> </ul> </li> <li>✓ Parents/carers are contacted via our text message service and via telephone calls.</li> <li>✓ Parents/carers and pupils are encouraged to sign home/school agreements.</li> <li>✓ Our Inclusion Team can offer SPACE programmes for parents as needed.</li> </ul>		
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## The Curriculum

*We value the richness of learning and the range of opportunities which allow children and adults to think, question and explore. We want our children to be filled with a recurring sense of awe and wonder, and encourage their natural curiosity and imagination to be inquisitive, innovative and creative. Together we seek to broaden horizons and develop the knowledge, skills and confidence to flourish in the wider world.*




<p><b>Whole school approaches</b> The universal offer to all children.</p> 	<p><b>Additional, targeted support and provision for groups of children</b></p> 	<p><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>✓ The school curriculum is designed to be as accessible as possible for all, to reflect the area we live in and the needs of our children.</li> <li>✓ Our school website has details including a curriculum vision and offer, which identifies specific themes and topics which we cover, and links to relevant curriculum policies.</li> <li>✓ Pupils in Y1-6 follow the National Curriculum for KS1 and KS2, through a project-based approach.</li> <li>✓ The curriculum in EYFS is devised to reflect the needs and interests of the children in the cohort.</li> <li>✓ To make the school curriculum accessible to all, learning is scaffolded to take account of differing attainment and learning styles.</li> <li>✓ Curriculum linked visual cues, working walls, 'toolkits' and other prompts, are targeted for use by different children to support and challenge them in their learning.</li> <li>✓ Clear progression and challenge are planned into schemes of work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Programmes of interventions are planned for children who are not making expected progress. These are based on additional assessments which help us to identify the need and may take the form of:               <ul style="list-style-type: none"> <li>✓ Small group additional teacher or TA sessions.</li> <li>✓ Targeted use of specific software linked to curriculum.</li> <li>✓ NTP-funded tutoring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ For some children an adapted curriculum with highly adapted planning and timetabling 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"> <li>○ Highly practical opportunities for the application of learning, for example through cookery or outdoor learning.</li> <li>○ Planned movement breaks, where these are needed, due to physical/sensory needs or to restore concentration.</li> <li>○ Planned sensory input activities to meet the needs of children with a sensory programme from the Occupational Therapist, for example proprioceptive activity or a Tacpac.</li> <li>○ Planned speech and language intervention in a quiet space for children with a recommended programme from a Speech and Language Therapist (SALT).</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>✓ Groups and individuals are targeted for support and challenge within normal lessons by both the teacher and TA.</li><li>✓ Short term interventions are planned within class to support children who have gaps in understanding.</li><li>✓ Every effort is made for all pupils, regardless of their ability and or additional needs, to have full access to the curriculum.</li><li>✓ Effective feedback is used to move pupils on in their learning through celebration of strengths and identification of next steps.</li><li>✓ All classes are well supported by teaching assistants for academic, social and emotional needs.</li><li>✓ Visual timetables are displayed in each class.</li><li>✓ All children, regardless of ability or additional needs are included in all school activities, extra-curricular clubs and school trips.</li></ul>		<ul style="list-style-type: none"><li>○ Personalised visual timetables, especially for children with communication needs.</li><li>○ Planned physiotherapy in a quiet space for children with a recommended programme from a physiotherapist.</li></ul>
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## Teaching and Learning




At Stoke Climsland School, we follow a curriculum of our **own design** that builds, year upon year, on the requirements of the National Curriculum and offers a wide range of learning **experiences**. We believe genuine learning is defined by a sense of purpose and engagement, and the ethos behind our curriculum is one of **inclusion, inspiration and enquiry**.

<p style="text-align: center;"><b>Whole school approaches</b> The universal offer to all children.</p> 	<p style="text-align: center;"><b>Additional, targeted support and provision for groups of children</b></p> 	<p style="text-align: center;"><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>✓ Teachers have high expectations of all learners based on regular assessment and are expected to provide Quality First Teaching for all children.</li> <li>✓ Pupils' progress and attainment is tracked on the federation's tracking system iTrack and data is inputted termly (three times per year) by class teachers, which in turn is used to identify pupils who require specific 1:1 or small group intervention.</li> <li>✓ Teachers' planning takes account of differing learning styles.</li> <li>✓ Where possible learning is planned to relate to first-hand experience and a real life context or application.</li> <li>✓ Teachers and pupils assess learning against objectives in core subjects.</li> <li>✓ Verbal feedback is recognised as the most impactful form of marking and all teachers and TAs are encouraged to prioritise feedback in this way.</li> <li>✓ All staff have regular, relevant training to enable them to know and understand the needs of pupils in their care.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small group support is offered where children are:               <ul style="list-style-type: none"> <li>○ Taught how to access and make use of relevant working walls, 'toolkits' and other prompts to support and challenge them in their learning.</li> <li>○ Grouped according to need for targeted specific small group teaching from qualified teachers and TAs, sometimes in class or in a breakout space, to reduce distraction.</li> <li>○ Introduced/pre-taught key vocabulary ahead of sessions.</li> </ul> </li> <li>✓ Additional training and support is provided/offered, including utilising external professionals, SENDCo, Autism Champion, Dyslexia Champion and NELI teacher, Phonics and Early Reading Lead.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Class teachers are responsible for ensuring that planning and provision meets the needs of children with SEND.</li> <li>✓ On-going training and support is given to teachers and TAs working with children who have additional needs, collaborating with external professionals, as well as the school SENDCo, Autism Champion, Dyslexia Champion and NELI teacher.</li> <li>✓ Children may work alongside their peers on a modified curriculum, or may work on a bespoke learning programme, based on professional recommendations.</li> <li>✓ Additional adult support can be provided for children with Education Health Care Plans.</li> <li>✓ Equipment to aid learning may include: coloured overlays; specialist writing equipment; fiddle toys; visual prompts; PECS boards; Now/Next boards.</li> <li>✓ Assessments are used to identify students who need specific interventions, including dyslexia screening; dyscalculia indicators; speech and language difficulty identification; fine and gross motor difficulty identification.</li> </ul>

<ul style="list-style-type: none"> <li>✓ Children are expected at different times to work well independently and to cooperate in a group.</li> <li>✓ IT is used as a tool for learning throughout the school.</li> <li>✓ Low Stakes Quizzing is promoted as a means by which class teachers can make ongoing, formative assessments of pupil progress, to identify misconceptions and next steps.</li> <li>✓ Differentiated activities are used to meet the needs of all pupils.</li> <li>✓ Effective questioning is used to encourage learning.</li> <li>✓ Learning outcomes are displayed and discussed in every lesson.</li> <li>✓ A Whole School Feedback and Marking Policy is adhered to which clearly frames responses to pupil outcomes and supports the use of ongoing observation, and impactful marking in books. Teachers use whole class reflection and feedback to drive progress from one lesson to the next.</li> <li>✓ Visual timetables for the day are on display in every classroom.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Thrive-based support is offered to pupils with trauma and social and emotional developmental delays.</li> <li>✓ Alternative methods of communication are used to deliver the curriculum including visual prompts.</li> <li>✓ Multi-agency advice is followed with strategies implemented as required. This includes advice from the Federation Inclusion Team; SALT; Occupational Therapists, Physiotherapists, Cognition &amp; Learning Advisors, Physical Medical Advisors, Hearing Support Advisors, Visual Support Advisors, ASD Advisors, Educational Psychologists and CAMHS.</li> <li>✓ Where appropriate, pupils attainment and progress is tracked using iASEND to demonstrate progress and identify gaps and next steps in learning.</li> </ul>
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## Self-help skills and independence

The years we get to spend with our children are a precious time, and we want them to experience a **'wider enrichment of self'** while they are with us, so they are **confident** and **equipped** for now, and the next steps in their future learning journey.

<p><b>Whole school approaches</b> The universal offer to all children.</p> 	<p><b>Additional, targeted support and provision for groups of children</b></p> 	<p><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>• From the start of school in Reception, all children 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.</li> <li>• 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.</li> <li>• Children are encouraged to independently take next steps in their learning.</li> <li>• Across the federation, staff have received training around a coaching approach and everyone is encouraged to apply these in supporting all pupils in their self-awareness and personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of children with SEND are routinely used to identify issues and barriers so that support can be targeted at removing these, increasing independence and gaining access to learning through appropriate scaffolding of tasks and activities.</li> <li>• Pre-teaching of key vocabulary and subject knowledge is used to allow immediate access to new subject matter.</li> <li>• Identified children are taught in small groups how to work independently using developmentally appropriate strategies, including how to access and make use of relevant working walls, 'toolkits' and other prompts to support and challenge them in their learning.</li> <li>• TAs offering small group support and challenge in class are trained to ensure the work is accessible, with promoting and challenging questioning to maintain and extend the child's independence as a priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND are encouraged to contribute their 'voice' to their education planning.</li> <li>• Children with significant additional needs are supported as appropriate by a member of staff, the emphasis on planning is to ensure that this support maintains and encourages independence.</li> <li>• Training is given to staff working with a child with SEND to ensure they understand and have strategies to support this aspect of their role.</li> <li>• Appropriate resources are used to ensure children with complex SEND have support to help themselves and to maintain independence. These resources are varied including physical adaptations e.g. disabled toilet, visual reminders, adapted equipment and specific software.</li> </ul>

## Health, Well-being and Emotional Support




*The children at Stoke Climsland, and what is right for them, remain the central focus for all staff and members of our school community at all times. We want to **empower** our children, to build their **self-esteem** and **self-worth**. We want them to be **empathic** and care about others. We want them to emit **warmth, kindness and friendship**. We want them to be **aspirational**, to strive to become their **best selves**.*

<p><b>Whole school approaches</b> The universal offer to all children.</p> 	<p><b>Additional, targeted support and provision for groups of children</b></p> 	<p><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>• The health and well-being of all pupils is the primary focus in ensuring they have access to teaching and learning.</li> <li>• All pupils identify an Emotionally Available Adult (EAA) that they would approach if they needed support. Staff are made aware of which pupils have selected them. This is reviewed termly by pupils with their class teacher.</li> <li>• Relationships, Social and Health Education (RSHE) is provided to all pupils.</li> <li>• Our RSHE 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. This includes dealing with fears, worries and health concerns.</li> <li>• Opportunities are offered in and after school for children to be involved in activities such as sport, gardening and cooking.</li> <li>• All members of the school staff need to be emotionally available to pupils at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff identify pupils with health, well-being or emotional needs and initially discuss this with parents.</li> <li>• Members of the Inclusion Team are able to follow up on class concerns, targeting activities for particular children in small groups, e.g. Circle of Friends.</li> <li>• Additional individual or group support is arranged for children with social, emotional or mental health needs.</li> <li>• Advice is sought from external agencies where needed e.g. School Nurse, GP, Speech and Language Therapist (SALT), Occupational Therapist (OT), Family Support; Educational Psychologist (EP).</li> </ul>	<p>Some pupils require specialist support, or specialist individual programmes to meet their needs. This may include:</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• TIS</li> <li>• Lego Therapy provision with trained practitioner</li> <li>• EMHP (Education Mental Health Practitioner) who works directly in school</li> <li>• Where a well-being and/or mental health need is identified, the specialist support is selected and a focus agreed. The Inclusion Team keep records of their work and this is reviewed with pupils, parents, class teachers, SMHL and SENDCo.</li> <li>• Support from CAMHS (Child and Adolescent Mental Health Services).</li> <li>• Referral for Early Support.</li> <li>• Application for an EHCP, if appropriate.</li> </ul>




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| <ul style="list-style-type: none"><li>• Children are taught how to live a healthy life and how to make healthy choices.</li></ul> |  |  |
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## Social Interaction Opportunities

Our pupils have a crucial role to play as **global citizens**. We promote an educational vision which emphasises the need for **partnership** and shared **Global Values**. These Global Values form our approach to developing **well-rounded, critical and empathic** young people and underpin our interactions with each other.




<p><b>Whole school approaches</b> The universal offer to all children.</p> 	<p><b>Additional, targeted support and provision for groups of children</b></p> 	<p><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>• All children are encouraged to interact positively with their peers, in line with our shared values.</li> <li>• The playground space is arranged to encourage peer play at break times.</li> <li>• All staff are able to support children as they learn how to interact in a socially appropriate and age appropriate way.</li> <li>• All new children coming into Year R are invited to induction sessions which include planned opportunities for social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff identify pupils who find social interaction difficult and teachers initially discuss this with parents.</li> <li>• Individual or group support is arranged for children to help them with this.</li> <li>• Advice is sought from external agencies where needed, as well as the federation SENDCo, Autism Champion, ELSA, NELI practitioner, TIS practitioner.</li> <li>• 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 quiet.</li> </ul>	<ul style="list-style-type: none"> <li>• Where a pupil is identified as having particular and significant issues with social interaction they are supported 1:1 to enable them to have interaction intervention.</li> <li>• Additional adult support can be provided for children with Education Health Care Plans.</li> <li>• Advice is sought from external professionals, as well as the school SENDCo, ASD Champion, ELSA and TIS practitioners.</li> </ul>

## The Physical Environment (accessibility, safety and positive learning environment)

<p style="text-align: center;"><b>Whole school approaches</b> The universal offer to all children.</p> 	<p style="text-align: center;"><b>Additional, targeted support and provision for groups of children</b></p> 	<p style="text-align: center;"><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>✓ The staff and governors work hard to maintain a safe school which is accessible to all and provides a positive learning environment. (See Accessibility Plan)</li> <li>✓ The school site is reviewed at least annually to ensure the overall safety of the school buildings and site.</li> <li>✓ Accidents and near misses are recorded and followed up to ensure that issues are resolved.</li> <li>✓ There is a regular Health and Safety Audit with follow up actions.</li> <li>✓ Risk assessments are written for activities and venues.</li> <li>✓ The school buildings are well maintained.</li> <li>✓ Classrooms are orderly, welcoming and stimulating with displays which both celebrate children's work and act as 'working walls' to supporting children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Visual timetables support learning for all in the classes, but are specifically designed to support those with additional needs.</li> <li>✓ Provision of resources to enhance independent learning: including high frequency word lists, easy grip writing tools and multi-sensory resources.</li> <li>✓ Additional resources are available and modelled to identified children help to create a positive learning environment e.g. visual prompts and fidget toys to scaffold focus and attention.</li> <li>✓ Supportive computer programmes and iPad apps are used for identified children to make learning more accessible.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We always plan for and expect inclusion for all children in all events and make reasonable adaptations to facilitate this.</li> <li>✓ Additional staff support children with EHC plans.</li> <li>✓ Specialist resources and training is given to staff to support specific requirements.</li> <li>✓ The school endeavours to make all reasonable adaptations necessary to support the needs of a child and additional facilities are provided in consultation with SEND advisors.</li> </ul>

## Transition from Year to Year and Setting to Setting

As a Federation we recognise that **relationships** have a direct bearing on children's capacity to succeed, both academically and emotionally. **Relationships and a sense of belonging** are key to good mental health for all.




<p style="text-align: center;"><b>Whole school approaches</b> The universal offer to all children.</p> 	<p style="text-align: center;"><b>Additional, targeted support and provision for groups of children</b></p> 	<p style="text-align: center;"><b>Specialist, individualised support and provision for individual children</b></p> 
<ul style="list-style-type: none"> <li>✓ Transition into Reception class:               <ul style="list-style-type: none"> <li>○ Induction sessions for pupils and parents to introduce children and their families to the school, the staff and the buildings. This includes visits to the classroom and meetings with YR staff.</li> <li>○ A Starting School pack for pupils and parents.</li> <li>○ Parent welcome meeting with YR staff, Executive Headteacher, Head of School.</li> </ul> </li> <li>✓ Transition to a new class within school:               <ul style="list-style-type: none"> <li>○ Transition handover meetings between receiving teachers and current teachers.</li> <li>○ Transition day for all classes to be in new classroom with new staff.</li> <li>○ Meet the Teacher meetings for all parents (pupils welcome).</li> </ul> </li> <li>✓ Transition to secondary school               <ul style="list-style-type: none"> <li>○ School welcome/transition visits for children and parents.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Transition into Reception class:               <ul style="list-style-type: none"> <li>○ For children identified with a particular need starting school, additional school visits/visits by staff to pre-school and meetings with parents can be arranged.</li> </ul> </li> <li>✓ Transition to a new class within school:               <ul style="list-style-type: none"> <li>○ Receiving teachers meet with current teachers and the SENDCo to discuss any children with particular needs.</li> <li>○ CIPs (Class Inclusion Plans) reviewed and transferred to receiving teacher via meeting with current teacher and SMHL.</li> </ul> </li> <li>✓ Transition to secondary school:               <ul style="list-style-type: none"> <li>○ For children identified with an additional need, increased school visits can be arranged, and practical aids such as school maps and pre-term timetables can be provided, as part of an enhanced transition offer.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Enhanced transition into Reception class:               <ul style="list-style-type: none"> <li>○ Additional school visits/visits by staff to pre-school settings and meetings with parents can be arranged.</li> <li>○ 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.</li> <li>○ School can provide a social story about starting school for parents and pre-school settings to share with pupil.</li> </ul> </li> <li>✓ Enhanced transition to a new class within school:               <ul style="list-style-type: none"> <li>○ Receiving teachers meet with current teachers and the SENDCo to discuss personalised plans and any necessary adjustments e.g. work stations, personalised curriculum, etc.</li> </ul> </li> <li>✓ Enhanced transition to secondary school:</li> </ul>



<ul style="list-style-type: none"> <li>○ Meetings between relevant staff members to pass on records and to support with transition planning.</li> <li>○ Visits to school form secondary staff.</li> </ul>	<ul style="list-style-type: none"> <li>○ Relevant school staff meet together and transfer records of children who have particular needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Relevant school staff e.g. SENDCo are invited to Early Support meetings and Annual Reviews of children with SEND.</li> <li>○ SENDCo transfers records of children on the SEND Register and meet, as appropriate.</li> <li>○ Additional visits to new setting and meetings with receiving staff for pupils and parents.</li> </ul>
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## The SEND qualifications of, and SEND training attended by, our staff

*Our aim is to develop all staff as leaders through a collaborative, team approach, giving all a voice and encouraging empowerment.*

<p><b>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</b></p> 	<p><b>To enable targeted support and provision</b></p> 	<p><b>To enable specialist, individualised support and provision</b></p> 
<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Teaching staff are trained in and receive regular updates for:               <ul style="list-style-type: none"> <li>✓ First Aid</li> <li>✓ Safeguarding, including child protection</li> <li>✓ SEND specific staff meetings last year covered:                   <ul style="list-style-type: none"> <li>○ Federation training delivered by the AST at Cornwall Council</li> <li>○ Inclusion through Quality First Teaching</li> </ul> </li> </ul> </li> <li>✓ All federation teaching and support staff have received training on a coaching approach.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identified staff have also undertaken training to enable them to support children who need to work at times in targeted small groups.               <p>Training includes:</p> <ul style="list-style-type: none"> <li>○ RWINc Spelling</li> <li>○ RWInc Phonics</li> </ul> </li> <li>✓ SENDCo attends LA updates, including SENDNet and SEND Surgeries.</li> <li>✓ SENDCo and Inclusion Assistants attend Early Support meetings.</li> <li>✓ Identified staff have completed a 'Coaching Champions' ILM endorsed programme.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identified staff have also undertaken training to enable them to offer specialist support.               <p>Training includes:</p> <ul style="list-style-type: none"> <li>○ Training of a new Autism Champion</li> <li>○ Training from a range of specialist health and educational professionals to support children with complex physical and health needs.</li> </ul> </li> <li>✓ Supervision for existing Dyslexia Champion practitioner, ELSA and Autism Champion.</li> <li>✓ Support from external specialists include:               <ul style="list-style-type: none"> <li>○ Physical and Medical Needs Advisor</li> <li>○ Teacher of the Deaf</li> <li>○ Community nursing</li> <li>○ SALT</li> </ul> </li> <li>✓ SENDCo is currently completing National Award for SEN Coordination.</li> </ul>

## Calstock CP School Graduated Approach to SEND

Quality First Teaching in the Classroom



If a child is not making expected progress the class teacher will discuss with child/parents and SENDCo, ensuring that the child is included on the Class Inclusion Plan (CIP) and implement a programme of intervention to be strategically monitored and reviewed



Class teacher evaluates progress and impact of intervention with the child/parents and SENDCo



**Either**

Remove as a concern, but monitor

**Or**

Complete a further cycle of 'Assess, plan, do, review' using the CIP



Evaluate progress and impact of intervention with the child/parents and SENDCo



**Either**

Remove as a concern, but monitor

**Or**

Carry out further assessments and add to SEND Register



Evaluate progress and impact of intervention with the child/parents and SENDCo



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

**Or**

Create an Individual Provision Map (IPM) with targeted actions to include additional provision.



If difficulties continue and are long-term, refer the child for an Education Health Care Plan (EHCP) assessment.

## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Support for Schools:</b>		
The Early Years Service	The Early Years Service helps the youngest children in Cornwall to learn, play and develop.	Website: <a href="https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/">https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/</a>
Educational Psychology (EP)	The Educational Psychologist supports our school in understanding areas of SEND and works alongside the school in helping to support children in need.	Website: <a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/</a> Email: <a href="mailto:educationalpsychology@cornwall.gov.uk">educationalpsychology@cornwall.gov.uk</a> Phone: 01579 341132
Speech and Language Therapy (SALT)	The speech and language therapist works alongside our school to support children with any speech and language needs.	Website: <a href="https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy">https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy</a> Phone: 01208 256262
The Autistic Spectrum Team (AST)	The AST is an expansion of the existing Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers. The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.	Website: <a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/</a> Email: <a href="mailto:specialeducation@cornwall.gov.uk">specialeducation@cornwall.gov.uk</a> Phone: 0300 1234 101
Hearing Support Team	The Hearing Support Team provides support free of charge to children with an educational significant hearing loss. A range of training is provided if schools require additional bespoke training.	Email: <a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a> Phone: 01726 61004

School Nursing Team	As well as helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school.	Contact through Early Help Hub. Website: <a href="http://www.cornwall.gov.uk/earlyhelphub">www.cornwall.gov.uk/earlyhelphub</a> Email: <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a> Phone: 01872 322277
Occupational Therapy (OT)	Occupational therapists work across health and social care to carry out assessments and provide recommendations to help children carry out functional activities.	Contact through the Multi Agency Referral Unit (MARU). Website: <a href="https://www.royalcornwall.nhs.uk/services/therapies/occupational-therapy/">https://www.royalcornwall.nhs.uk/services/therapies/occupational-therapy/</a> Phone: 0300 1231 116 14
Cognition and Learning Team	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with Specific Learning Difficulties (SpLD) and Moderate (or general) Learning Difficulties (MLD).	Toby Wilson is our Cognition and Learning Advisor. Via school or The Early Help Hub (see link below) <a href="https://www.cornwall.gov.uk/health-and-socialcare/childrenservices/cornwall-childrenstrust/working-together/early-help/parents">https://www.cornwall.gov.uk/health-and-socialcare/childrenservices/cornwall-childrenstrust/working-together/early-help/parents</a>
Vision Support Team	This specialist team includes: Qualified Teachers of the Visually Impaired (QTVI); Specialist Visually Assistive Technology Teacher; Habilitation Specialist.	01726 61004 <a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a>
Physical and Medical Needs Advisory Service	The service works to ensure all students with physical disabilities and medical needs can access the school curriculum.	Steve Deacon is our Physical and Medical Needs Advisor. Website: <a href="https://www.cornwall.gov.uk/pmna">https://www.cornwall.gov.uk/pmna</a> Email: <a href="mailto:physicalandmedicalneeds@cornwall.gov.uk">physicalandmedicalneeds@cornwall.gov.uk</a> Phone: 01726 226882
<b>Support for Children:</b>		
Young Carers	Kernow Young Carers can provide specialist support for young carers as part of the Integrated Carers Service in Cornwall. It aims to improve outcomes for young carers who are at high risk of social exclusion and underachieving or experiencing difficulties at school because of their role as a young carer, as well as reduce the impact of caring demands by effective signposting and to meet the needs of high level young carers.	Website: <a href="https://www.barnardos.org.uk/what-we-do/services/kernow-young-carers">https://www.barnardos.org.uk/what-we-do/services/kernow-young-carers</a> Email: <a href="mailto:kernowyoungcarers@barnardos.org.uk">kernowyoungcarers@barnardos.org.uk</a> Phone: 01736 756655
Penhaligon's Friends	Penhaligon's Friends is a Cornish charity that offers support for bereaved children, throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as provide practical resources for children and parents.	Website: <a href="http://www.penthaligonsfriends.org.uk">http://www.penthaligonsfriends.org.uk</a> Email: <a href="mailto:enquiries@penhaligonsfriends.org.uk">enquiries@penhaligonsfriends.org.uk</a> Phone: 01209 210624 or 01209 215889

SCIP Supporting Change in Partnership	County wide support for disabled children, young people and their families. Solution focused partnership that fosters new skills in families and celebrates success in a practical way, helping families achieve their goals.	Contact via the Early Help Hub. Website: <a href="http://www.cornwall.gov.uk/earlyhelphub">www.cornwall.gov.uk/earlyhelphub</a> Phone: 01872 322277
Action For Children	Action for Children is a charity that aims to protect and support children and young people, providing practical and emotional care and support.	Website: <a href="https://www.actionforchildren.org.uk/">https://www.actionforchildren.org.uk/</a> Phone: 01726 815005
Council for Disabled Children (CDC)	CDC aims to make a difference to the lives of disabled children and children with special educational needs. We do this by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.	0207 843 1900 <a href="mailto:cdc@ncb.org.uk">cdc@ncb.org.uk</a>
<b>Support for Parents:</b>		
Early Help Hub	The following services are available through the Early Help Hub: <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder Assessment Team</li> <li>• Child and Adolescent Mental Health and Learning Disability Service</li> <li>• Children's Community Nursing/Diana Nurses and Psychologists</li> <li>• Early Years Inclusion Service</li> <li>• Family Group Conferencing</li> <li>• Family Intervention Project</li> <li>• Family Nurse Partnership</li> <li>• Family Support</li> <li>• Health Visiting (over 2 years)</li> <li>• Paediatric Epilepsy Nurse Specialists</li> <li>• Parenting Support</li> <li>• Portage</li> <li>• School Nursing</li> <li>• Speech and Language Therapy</li> <li>• Targeted Youth Support</li> <li>• Video Interactive Guidance</li> </ul>	The Hub is open Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays. Website: <a href="http://www.cornwall.gov.uk/earlyhelphub">www.cornwall.gov.uk/earlyhelphub</a> Phone: 01872 322277
Family Information Service	The website contains a wealth of useful information for families.	Website: <a href="http://www.cornwallfisdirectory.org.uk">http://www.cornwallfisdirectory.org.uk</a> Phone: 0800 587 8191

Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)	SENDIASS is a disability information advice and support service.	Website: <a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a> Phone: 01736 751921
Early Support	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.	Website: <a href="http://www.cornwallfisdirectory.org.uk">http://www.cornwallfisdirectory.org.uk</a> Phone: 07968 992126
Educational Welfare Officer (EWO)	EWOs work with families to support school attendance.	Website: <a href="https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=W7-XObgYpGU">https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=W7-XObgYpGU</a> Phone: 01872 323400
GP	Doctors surgeries	Website: <a href="https://www.cornwall.gov.uk/my-area/?Postcode=PL25+3ES&amp;Uprn=100040137588">https://www.cornwall.gov.uk/my-area/?Postcode=PL25+3ES&amp;Uprn=100040137588</a>
Dentist	Dental Surgeries	Website: <a href="https://www.cornwall.gov.uk/my-area/?Postcode=PL25+3ES&amp;Uprn=100040137588">https://www.cornwall.gov.uk/my-area/?Postcode=PL25+3ES&amp;Uprn=100040137588</a>
Callington Family Hub	Cornwall's Family Hubs support children, young people and their families from pre-birth to 25 years. There are six Family Hub cluster areas in Cornwall, each delivering services to offer help with: <ul style="list-style-type: none"> <li>• Parenting and Family Support</li> <li>• Information, Advice and Guidance</li> <li>• Child development, Health and Well-being</li> <li>• Education, Employment and Training</li> </ul>	Website: <a href="https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=dAUyKLZ6Zik">https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=dAUyKLZ6Zik</a> Email: <a href="mailto:caradon.familyhubs@cornwall.gov.uk">caradon.familyhubs@cornwall.gov.uk</a> Phone: 01752 847419
Calstock CP School Breakfast Club	Breakfast Club is hosted in the school hall each day, from 7.30am. Breakfast and activities are provided by members of school staff.	Website: <a href="http://www.calstock.cornwall.sch.uk">http://www.calstock.cornwall.sch.uk</a> Email: <a href="mailto:secretary@calstock.cornwall.sch.uk">secretary@calstock.cornwall.sch.uk</a> Phone: 01822 832646
Health Visitors	Health Visitors are nurses or midwives who are passionate about promoting healthy lifestyles and preventing illness. They work with families to give children 0-5 years, the best possible start in life.	Website: <a href="https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/health-visiting/">https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/health-visiting/</a>

		Email: <a href="mailto:hvsnadvice@cornwall.gov.uk">hvsnadvice@cornwall.gov.uk</a> Phone: 01872 322779
Passionate About the Spectrum (ASD)	Passionate About the Spectrum (ASD) is a service that provides support and practical advice.	Julie Attwell-Cook is the Parenting Co-ordinator. Website: <a href="https://www.supportincornwall.org.uk/kb5/cornwall/direct-ory/service.page?id=xwnHgk0OeKQ&amp;newlocalofferchannel=7-2">https://www.supportincornwall.org.uk/kb5/cornwall/direct-ory/service.page?id=xwnHgk0OeKQ&amp;newlocalofferchannel=7-2</a> Email: <a href="mailto:jattwell@cornwall.gov.uk">jattwell@cornwall.gov.uk</a> Phone: 01736 336909
The Pathological Demand Avoidance (PDA) Society	The PDA Society is a registered charity that provides information, support and training for those living and working with PDA.	Website: <a href="http://www.pdasociety.org.uk">www.pdasociety.org.uk</a>
Cornwall Downs Syndrome Support Group (CDSSG)	The CDSSG offer information, support and friendship to families in Cornwall affected by Downs Syndrome.	Website: <a href="https://www.cdssg.org.uk/">https://www.cdssg.org.uk/</a> Email: <a href="mailto:co-ord@cdssg.org.uk">co-ord@cdssg.org.uk</a> Phone: 07704 057006
Get Together	Get Together is a support group to bring together people that a connection, diagnosed or awaiting a diagnosis of Autistic Spectrum Disorder (ASD) and provide support and information.	Claire is the contact for the group. Website: <a href="http://www.gettogethercornwall.org.uk/about-us.html">http://www.gettogethercornwall.org.uk/about-us.html</a> <a href="mailto:claire@gettogethercornwall.org.uk">claire@gettogethercornwall.org.uk</a> Phone: 01579 326683 Mon-Fri 10am-4pm
<b>Living support:</b>		
Council help		Phone: 0300 1234 100
Citizen's Advice	Online free advice to support with a range of living difficulties.	Website: <a href="https://www.citizensadvice.org.uk/">https://www.citizensadvice.org.uk/</a> Phone: 0800 144 8848
Stop Smoking	Support for smokers wishing to stop smoking.	Julia Bright is the contact name. Phone: 07875266349
Energy help	Cornwall's Independent Energy Experts.	Freephone advice line: 0800 954 1956 Direct line: 01209 614975 ext 9213 Mobile: 07976 490956 Website: <a href="http://www.cep.org.uk">www.cep.org.uk</a>



Citizens advice bureau	Information and advice on a range of issues.	Tel: 0844 4994188 Website: <a href="https://www.cabcornwall.org.uk">https://www.cabcornwall.org.uk</a>
Housing help		Tel: 0300 1234 161
Counselling support		BEME 01579 373700
Adult social care		Tel: 0300 1234 131
Callington Town Council		Mrs Jo Taylor Website: <a href="https://callington-tc.gov.uk/">https://callington-tc.gov.uk/</a> Email: <a href="mailto:enquiries@callington-tc.gov.uk">enquiries@callington-tc.gov.uk</a> Phone: 01579 384039
Rotary Club		Website: <a href="https://www.rotary-ribi.org/clubs/homepage.php?ClubID=1024">https://www.rotary-ribi.org/clubs/homepage.php?ClubID=1024</a>
CAB debt help	Advice re debt	<a href="http://www.adviceguide.org.uk/">http://www.adviceguide.org.uk/</a>
Foodbank		Callington Foodbank Website: <a href="https://callington.foodbank.org.uk/">https://callington.foodbank.org.uk/</a> Email: <a href="mailto:coordinator@callingtonfoodbank.org.uk">coordinator@callingtonfoodbank.org.uk</a> Tel: 01579 550374
<b>Children's activities</b>		
Scouts, Cubs and Beavers		Callington Beavers Tel: 01579 370199 Email: <a href="mailto:Callingtonbeavers@gmail.com">Callingtonbeavers@gmail.com</a>
Community Leisure Centres/swimming pool		Liskeard Leisure Centre Tel: 01579 342544 Saltash Leisure Centre Tel:01752 840940
Recreation Ground	Calstock Park Callington Park and Skate Park	
Rugby		Launceston Rugby Club Tel: 01566 773406 Email: <a href="mailto:info@cornishallblacks.co.uk">info@cornishallblacks.co.uk</a> Tavistock Rugby Football Club Tel: 01822 618275

		Sandy Park, Trelawny Rd., Tavistock. PL19 0JL
Football		Callington Colts Tel: 07917 674473
Hockey		Tavistock Hockey Club Tel: 01822 855174
Youth Theatre		Prim Raf Callington Email: <a href="mailto:brian-margaret@hotmail.co.uk">brian-margaret@hotmail.co.uk</a>
Dance School		SJS Dance Academy Email: <a href="mailto:suzanne@sjsdanceacademy.co.uk">suzanne@sjsdanceacademy.co.uk</a>
Outdoor Learning		Wyld Thyngz Forest School – 07581 845455 Email: <a href="mailto:wyldthyngz.cornwall@gmail.com">wyldthyngz.cornwall@gmail.com</a>
Horse riding		St Leonards Equestrian Centre Tel:01566 775543 Email: <a href="mailto:info@stleonardsequestrian.co.uk">info@stleonardsequestrian.co.uk</a>
<b>Federated School contact details:</b>		
Stoke Climsland Primary School		Website: <a href="https://stokeclimslandschool.co.uk/index.html">https://stokeclimslandschool.co.uk/index.html</a> Email: <a href="mailto:secretary@stoke-climsland.cornwall.sch.uk">secretary@stoke-climsland.cornwall.sch.uk</a> Tel: 01579 370457

## Pupil progress

### ***How we assess and review pupils' progress towards outcomes, including how we work with parents and young people***

Progress of all pupils is monitored through on-going formative assessment by teachers. In addition, summative assessment is carried out and recorded each term. This progress data is analysed and reviewed by teachers and English and Maths leads at Progress and Inclusion meetings. Further analysis then takes place with SENDCo and SLT. Provision mapping is drawn up based on this analysis and where necessary, discussed with pupils and parents. Where it is considered that pupils may have Special Educational Needs, the school's graduated approach to SEND is used (see flow chart above). Where a Special Educational Need has previously been identified, parents and pupils are involved in formulating a plan and in reviewing the success of this. Progress of pupils with SEND is tracked in the same way as other pupils if appropriate. In some circumstances, iASEND and Developmental Journals (EYFS) are used to demonstrate progress and identify gaps and next steps in learning and personal development, which informs SMART targets detailed on pupils' IPMs.

### **How we know how good our SEND provision is good?**

#### ***How we evaluate the effectiveness of provision for pupils with SEND***

We track the progress made by pupils with SEN against planned outcomes based on SMART targets, which are detailed on pupils' IPMs. Data analysis provides comparison with other pupils in the school and with like pupils in other schools. We liaise with external professionals and invite them to look at our provision with a critical eye, for example, the ASD team. The SEND Governor questions and challenges the SENDCO over SEND issues and decisions. We attend relevant training to gather expert opinion and ensure that our provision is based on latest research and evidence, and that it is effective. We regularly reflect and review SEND provision at school. Provision is informed by the views and opinions of all pupils, parents and staff.

### **If you wish to complain**

#### ***How we handle complaints about SEND provision***

We hope that any complaints will initially be raised with the class teachers and/or SENDCO and that we will be able to act together to make necessary improvements. The Executive Head teacher and/or SEND Governor are also available to speak with parents/carers and pupils who would like to discuss issues further. More formal complaints may however, be made to the Governing Body of the school by writing to the Clerk to the Governors via the school office.

**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](http://www.supportincornwall.org.uk/localoffer)

**Scheduled review date September 2024**