



Grampound with Creed CE School

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Grampound with Creed is an active and happy Church of England primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. Our School is part of the Rainbow Multi Academy Trust which brings together eleven church schools in a collaborative way, to share, learn from and support each other to benefit the pupils of all the schools.

Managed centrally, the trust will provide school improvement opportunities, financial stability and a family network of schools that under the common synergy of a Christian based learning environment will provide high quality education in rural Cornwall. We want all of our pupils and staff to succeed and our promise is to try our best to give each and every pupil that opportunity to achieve and to reach their full potential and 'shine their light' in line with the school's "Be the Light" vision.

The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Grampound with Creed are all trained to cater for the needs of the children in their care both inside and outside of the classroom using the 'TIS' approach. Many staff have had additional training specific to individual children and all staff have received PRICE training. We are committed to narrowing the gap between SEND and non-SEND pupils and do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions and where necessary other learning interventions developed on an individual need basis. We also seek support from external agencies where appropriate. The planning and delivery of the curriculum is differentiated by our skilled team of teachers and support staff.

Our Special Educational Needs and Disability Manager is Gabrielle Westland and our Governor who has responsibility for SEND is Mrs Roosje Rautenbach

Name and contact details of the Special Educational Needs and Disabilities Coordinator:




Gabrielle Westland

gwestland@rainbowacademy.org.uk

01726882644




The levels of support and provision offered by our school

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all children are valued Pupil voice is heard in all aspects of school Pupil voice is heard through:</p> <ul style="list-style-type: none"> - Class Circle Time - School Council - Head of School Questionnaires - Pupil conferencing/survey <p>Grampound with Creed School works in close partnership with all parents and carers and operates and 'open door' policy.</p> <ul style="list-style-type: none"> • Parents / Carers of all pupils are invited to attend Parent Consultation meetings • Reports are sent home termly detailing achievement and attainment in all areas of the curriculum • Children's reading records are used to encourage written dialogue between home and school 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities • Families are invited to attend information sessions to help with supporting their child at home e.g. parenting skills, literacy and maths skills, phonics, SATs arrangements etc. • Parents / Carers are able to contact school regarding concerns at any time • Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. • Our school has a fully trained TIS and PRICE practitioner 	<ul style="list-style-type: none"> • Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews • Parents' / Carers' and children's views are an integral part of and form the basis of TAC meetings and SEND reviews • Advocacy is available to parents / carers on request to ensure the fulfilment of the above • All documentation is presented in a format that is accessible to individual parents / carers • Children are involved in target setting for their PDRs and fully involved in the review of these targets • Parents / Carers are encouraged to engage in closely supporting interventions and activities provided to support their child at home




<ul style="list-style-type: none">• Parents / Carers know exactly who to contact if they have any concerns• Half termly targets are sent home by the class teachers enable parents / carers to understand more about what their child is learning• Parents / Carers are encouraged to engage in closely supporting reading with their child at home as well as helping out with class reading sessions in school• Parents have access to the School Nurse - sessions are private and confidential• Home/School agreement makes roles absolutely clear• Parents invited to celebrate in themed celebrations - invitation to harvest festival, for example		<ul style="list-style-type: none">• Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book
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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</p> 
<ul style="list-style-type: none"> • Grampound with Creed aims to work in close partnership with all parents and carers . • Parents / Carers of all pupils attend Parent Consultation meetings termly • Reports are sent home termly detailing achievement and attainment in all areas of the curriculum • Children's reading / homework diaries are used to encourage written dialogue between home and school • Parents / Carers know exactly who to contact if they have any concerns • The school's website and termly overviews sent home by the class teachers enable parents / carers to understand more about what their child is learning • Parents / Carers are encouraged to engage in closely supporting reading with their child at home as well as helping out with class reading sessions in school 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities • Families are invited to attend information sessions to help with supporting their child at home e.g. parenting skills, literacy and maths skills, phonics, SATs arrangements etc. • Parents / Carers are able to contact school regarding concerns at any time • Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. • School plays a key role in signposting pupils and families to further specialist support if needed locally and nationally- other organisations, charities or other professionals and these are publicised through the school website 	<ul style="list-style-type: none"> • Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews • Parents' / Carers' views are an integral part of and form the basis of TAC meetings and SEND reviews • Advocacy is available to parents / carers on request to ensure the fulfilment of the above • All documentation is presented in a format that is accessible to individual parents / carers • Parents / Carers are encouraged to engage in closely supporting interventions and activities provided to support their child at home • Parents / Carers are encouraged to communicate to their child's teacher and / or member of support staff through the use of a home / school book where agreed




<ul style="list-style-type: none">• Parents/ Carers have access to the School Nurse - sessions are private and confidential• Home/School agreement makes roles absolutely clear• Parents invited to celebrate in themed celebrations - invitation to harvest festival, for example• It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. Our School will publish details of a report online annually. This report aims to detail information on how Pupil Premium has been used within school.• School newsletters are sent to parents through Class Dojo, email and the school website• School policies are available and parents/carers are signposted to these on our school website.		
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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</p> 
<ul style="list-style-type: none"> • Our aim is to provide a high quality, equality-based education which is inclusive of all children. The curriculum at Grampound with Creed School is designed and adapted to ensure the inclusion of all pupils • All pupils, regardless of their ability and / or additional needs, have full access to the curriculum and contribute and participate to all aspects of school life alongside their peers • Assessments, including Dyslexia Screening, are used to identify pupils who may need specific interventions • Our SENDCO meets with parents on request to discuss any concerns that parents/ carers may have. 	<ul style="list-style-type: none"> • Intervention strategies and programmes are led by the needs of the pupils • The progress of pupils taking part in intervention groups is measured on a regular basis and monitored over time for continuity • Intervention programmes are adapted as appropriate in light of pupil progress • Small group interventions include Read Write Inc Fast Track Tutoring for example • Our Whole school phonics is taught across the school with pupils grouped by 'stage' not 'age' • Social skills groups • We adapt the curriculum for pupils with SEND in the following ways <ul style="list-style-type: none"> - Quality First Teaching, 	<ul style="list-style-type: none"> • Pupils are supported in following their interests and individualised curriculum (where appropriate) regardless of their SEN and / or disabilities • Pupils with special needs and / or disabilities can access the curriculum with adult support as appropriate • In exceptional circumstances pupils, may be dis-applied from assessments. This must be agreed by all involved.

	<ul style="list-style-type: none"> - using a range of different teaching and learning strategies - Using resources or equipment to support a specific need - Using scaffolding to provide support - Differentiated learning materials - Providing in and/or out of class support - Using flexible groupings - Providing specific interventions or boosters in small groups or 1:1 - Implementing support and advice from external agencies - Providing a broad range of extra-curricular activities 	
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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</p> 

- All staff at Grampound with Creed use a 'Dyslexia Friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all children
- Lessons are carefully planned to include clear stages, progress checks and different teaching and learning styles
- Groupings are made within classes and sometimes across classes or Key Stages. This may sometimes be by ability or barrier to learning.
- Preferred learning styles are used
- Learning objectives are presented to pupils as "key questions" and are discussed for each lesson and displayed when appropriate
- Children's work is regularly marked against the learning outcomes and often done so by the children and their peers targets are either visible or easily accessible for each child
- Alternative ways of recording work are often used
- Homework support is available

- Adults share information and lesson plans to ensure that pupils with SEND have targeted support and provision
- Adults work with small groups to:
 - Ensure understanding
 - Facilitate learning
 - Foster independence
 - Keep pupils on task
- Independent pupil learning is supported by the use of technology where appropriate.
- Special arrangements are put into place for both internal and external assessments e.g. readers, scribes etc.
- Learning which is differentiated, cumulative and multi-sensory with opportunities for repetition and over-learning
- Marking/ feedback/monitoring which identifies individual next steps and is responsive to any individual targets/plans
- Feedback which encourages a growth mindset and praise for effort as well as accuracy
- Use of targeted and differentiated questioning that provides challenge and encourages metacognition
- Allowing understanding to be demonstrated in different ways (oral reports, video presentations, posters etc)
- Opportunities for whole class learning breaks / movement breaks / sensory breaks within each learning session




- Personalised and highly differentiated work is provided enabling independent and supported learning but the curriculum delivery is not narrowed for SEND pupils.
- Close support is in place for pupils who need more intensive support e.g. for those with physical disabilities, speech and language difficulties, autism, Downs' Syndrome, severe Literacy difficulties etc.
- Outreach Support is requested as necessary for advice on teaching and learning.

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</p> 
<ul style="list-style-type: none"> • Pupils are encouraged to seek help from alternative sources before asking adults for support. • Technology is available to aid independence • There is a wealth of resources in each classroom which promote independence including resources available to pupils within their individual packs or resources on working walls. • Providing step by step instructions (oral and or written) with visual support, if necessary, e.g. use of visuals to accompany key words or use of different coloured pens to highlight key words • Repeating instructions and checking for understanding, as required • Pre-teaching new and important concepts including relevant vocabulary • Clarifying, explaining and checking understanding of vocabulary, as we teach. • Supporting pupil expression through the use 	<ul style="list-style-type: none"> • Pupils have personalised equipment to help them learn such as task boards, talking tins and timers etc. • As appropriate, pupils have access to: <ul style="list-style-type: none"> - Visual timetables - Task cards - Prompt cards - Checklists - Coloured overlays/paper - Individual visual timetables - Now next boards - 5 point scale 	<ul style="list-style-type: none"> • Adults encourage pupils to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. • Additional support is shared to build resilience in the child so they have the self-coping strategies when and if adults who offer dynamic or close support are absent • Where appropriate, personalised task boards and timetables are in place to support independence • Individual Behaviour plans • Sensory equipment • Personalised social stories • Pencil grips, ear defenders • Bands for chair legs • Personalised rewards charts




<p>of sentence starters/language stems and other visual scaffolding</p> <ul style="list-style-type: none"> • Allowing extra time for processing e.g. ask question and then come back/use of reflection time • Use of Talk partners 		
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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</p> 
<ul style="list-style-type: none"> • PSHE / PSED / Circle Time sessions include all children • The SENCo coordinates provision for children with wellbeing, emotional, physical and mental health needs 	<ul style="list-style-type: none"> • Support for issues such as bereavement or behavioural issues from the Parental Support Advisor or TIS Lead • Dynamic or close support can be offered for children who are experiencing emotional issues. This may take the form of small group circle time or R-Time. 	<ul style="list-style-type: none"> • TAC meeting, Early Support meetings and reviews are supported by a range of external agencies including the school nurse • PIVATs is used where appropriate to tailor provision to need




<ul style="list-style-type: none"> • Peers support each other in class and older children support younger children in the school • Children have access to the Parental Support Advisor and School Nurse where appropriate. • Risk assessments are made for all activities both inside and outside of the classroom • All staff have an awareness of the TIS and PRICE approach to support all our children and have received training. 	<ul style="list-style-type: none"> • 'Fun Fit' targeted to help children with coordination issues is offered periodically when needed. • TIS sessions have been set up to run to help improve self esteem for specific children. • All staff have an awareness of the TIS approach to support specific children as supported by our TIS practitioner. 	<ul style="list-style-type: none"> • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - CAMHS - CLEAR - Dreadnoughts - Social Care - Penhaligans' Friends - Parent Support Service - Speech and language - School nurse • Children with specific medical conditions have individualised health care plans • Cosy/quiet corner to access as needed for calm time or time out
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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</p> 
<ul style="list-style-type: none"> • All children have opportunities for social interaction, regardless of need, for example through mixed playtimes and lunchtimes. • All children belong to a class with children of the same or similar age. • All children are invited on trips and visits • Older children are often involved in 'paired reading' with younger children and also have the opportunity to share work 	<ul style="list-style-type: none"> • Some children are encouraged to take leadership roles in helping with younger children at playtimes • Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held at the local secondary school (The Roseland Community College) 	<ul style="list-style-type: none"> • Children are individually supported by adults to enable their attendance at after school clubs




<ul style="list-style-type: none"> • We have many links with other schools in our network through sport and the arts. • All children are encouraged to take part in community events, such as local village events, church events and we have links with the local bowling club • Our children are encouraged to perform at local events e.g. Remembrance Parade, the annual village carnival etc. 		
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone, including those children with SEND • All classrooms are wheelchair accessible • Children feel safe in an environment where bullying is not tolerated and if it does occur, is dealt with effectively • There are named child protection and child in need staff (Designated Safeguarding Officers) • All areas of the school are uplifting, positive and support learning • Teachers focus on rewarding good behaviour to promote a positive learning environment 	<ul style="list-style-type: none"> • There are named adults who are 'team teach' trained • An adapted toilet is available for those who may need it. 	<ul style="list-style-type: none"> • Classrooms are made accessible for children with additional needs • Large visual timetable at front of class • Visual prompts for rules and behaviour • Labelling of resources • Visual schedules for key routines • Visual task break downs • Models of what a good one looks like • Understanding and identifying emotions • IWB formatting to follow guidelines from British Dyslexia Assoc • Number lines/Numicon/counters/cubes etc




<ul style="list-style-type: none"> The 3 school rules for life are displayed around the school and pupils are praised verbally, and through the use of the recognition boards in classrooms. 		<ul style="list-style-type: none"> Concrete resources/props/stimuli
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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</p> 
<ul style="list-style-type: none"> There are strong links with the feeder pre-schools, as well as the local secondary school to enable smooth transition and extra support during these times should it be needed Children visit the local secondary schools regularly for specific events Secondary staff visit Year 6 children in the summer term Transition sessions for pre-school children and induction days for Year 6 take place in the summer term 	<ul style="list-style-type: none"> Children identified as possibly struggling with transition have many additional visits to secondary school or into the Reception class, individually or in small groups Communication passports are put together for all children who cannot communicate for themselves 	<ul style="list-style-type: none"> The SENDCo attends all EHCP reviews and TAC meetings Children have a structured, individualised transition programme from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment etc. Representatives from secondary schools are invited to transition reviews Children with SEND have extra visits to secondary schools in Year 6

<ul style="list-style-type: none"> Buddy systems are in place for all children who are new to our school. 		
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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</p> 
<ul style="list-style-type: none"> SENDCO: Gabrielle Westland holds the Post Graduate Dip in SEND All staff have completed basic level 2 equivalent safeguarding training. All staff trained in ASD awareness. All staff trained in TIS and PRICE Three staff team teach trained. All TAs in National coaching programme. 	<ul style="list-style-type: none"> Many staff are first aid trained. All staff trained in ASD awareness. One staff member is trained in Dyslexia awareness and is the school's Dyslexia Champion 	<ul style="list-style-type: none"> All staff trained in ASD awareness. SENDCO Gabrielle Westland holds the National Award for Special Needs Coordination and the Trauma Informed Schools Practitioner Award. She has been a qualified teacher for 20 years. In addition, SENCOs across the trust receive support and guidance, including termly training sessions from the Executive SENCO.

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This is how we:

Assess and review the progress of our children/ young people's progress towards outcomes.

- Personal targets each term set by teachers. These are reviewed with parents / carers and children at the end of the set period.
- Data tracking across whole school to monitor effectiveness of interventions.
- Targets monitored on an ongoing basis by adults working with specific children or groups.
- Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)
- Close links maintained with parents and carers to keep an open dialogue on children's progress.

Evaluate the effectiveness of our provision for children and young people with SEN.

- Personal targets each half-term set by teachers. These are reviewed with parents / carers and children at the end of the set period.

- *Data tracking across whole school to monitor effectiveness of interventions.*
- *Targets monitored on an ongoing basis by adults working with specific children or groups.*
- *Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)*
- *Close links maintained with parents and carers to keep an open dialogue on children's progress.*
- *If interventions are not making an impact on progress towards targets then they need to be modified or changed completely.*

Handle complaints about the provision made at school.

Any complaints will be forwarded to the Head of School, The SENCO and the Chair of Governors who will aim to investigate and remedy any problems with the school's provision. A full complaints policy is available on our website.

A copy of the Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>

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	Senior Educational Psychologist for mid-Cornwall 01872 323022

	<p>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.</p>	
<p>Speech and Language Therapy Team</p>	<p>The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.</p>	<p>01208 834488 cpn-tr.enquirist@nhs.net</p>
<p>Paediatric Occupational Health</p>	<p>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.</p>	<p>Children's Community Therapy Lead 01872 254531</p>
<p>Paediatric Physiotherapists</p>	<p>Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly.</p>	<p>Children's Community Therapy Lead 01872 254531</p>
<p>Social Workers</p>		<p>Cornwall Council Children's, Schools and Families Team 0300 1234 101</p>
<p>Parental Support Advisor</p>	<p>A parental support advisor (PSA) provides a seamless link between home and school which enables a child's well-being and promotes a positive attitude towards education.</p>	<p>Contact through school</p>

The Hearing Support Team	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	Speech and Language Therapy Unit 2 Bodmin Business Park Harliegh Road Bodmin PL31 1AH Telephone: 01208 834488
Cornwall Dyslexia Service	This service works closely with schools, children/young people, parents/carers and the Cornwall Dyslexia Association to ensure the successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training. The service continues to support us to achieve the Cornwall 'Inclusive, Dyslexia Friendly Schools' award which we are planning to reaccredit this year.	dyslexiaservice@cornwall.gov.uk
School Nurse	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	01872 221400
Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.	01726 212706 cornwall@scope.org.uk

Educational Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At our school the SENDCO has termly meetings with our Educational Welfare Officer to address any attendance issues that may arise	Contact via school: 01726 842595 Central Office: Sedgemoor Centre Priority Road St Austell
ASD Advisory Team	<p>The Autism Spectrum Team is a service supporting young people with autism of school age.</p> <p>The Autism Spectrum Team is an expansion of the previous 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.</p>	Mid Cornwall Advisor 01726223356
CAMHS	CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.	Sedgemoor St Austell 01872 221400
Bowel and Bladder Nurse	This service supports and advises children and young people who suffer with bladder and bowel dysfunction. They provide individual assessments, advice, support and education to children, young people, families, carers, healthcare professionals and	Penrice Hospital St Austell Cornwall Daphne Appleton 01726 873095

	allied professionals in education, social services and the voluntary sector.	
Childrens Trust Early Support	In January 2009, the Cornwall Children's Trust was formed with a responsibility to oversee the implementation of the Children and Young People's Plan.	01872 322970 Mid Cornwall Crin Whekan 01872323329
Children In Care (Education support service) Cornwall social Care Services	Children in Care Education Support Service (CICESS) is part of Cornwall's Children in Care Strategy and has been up and running since September 2008 as the 'Virtual School for children in care in Cornwall'. Their priority is to promote the educational attainment and achievement of Children in Care, under section 52 of the Children Act 2004.	01872 322462 Priory house Bodmin 01208 251300
Community Paediatric Consultant	The consultant community pediatrician is a senior children's doctor who specialises in the care of children with developmental or neurological problems.	Dr Murty St Austell Centre 01872 254527
Ear Nose and Throat Dept Treliske Hospital	The ENT Department is part of the Surgical Division, which includes Paediatric, Breast, Vascular, Urology, Oral Surgery, Ophthalmology and General Surgery. The ENT department provides inpatient services at the Royal Cornwall Hospital and Outpatient services at Royal Cornwall Hospital, St. Michaels Hospital, Camborne and Redruth Hospital, Falmouth Hospital, Newquay Hospital, Bodmin Hospital and Penrice Hospital.	Treliske Hospital 01872 254901

This offer was reviewed and names / details updated - September 2023