



Germoe Primary School
Our 'Local Offer' for Special Educational Needs and Disability (SEND)
(Agreed by staff and governors July 2020)

Germoe Primary School is a small village school with an inclusive ethos and we pride ourselves on the efforts we make to ensure every child can succeed. Supporting all to access the curriculum, extra -curricular activities and outside visits, for academic achievement, personal growth and happiness are key goals.

We aim to meet the individual needs of all our children through quality first teaching. We aim to identify additional needs early and offer a range of intervention programmes targeted to meet the additional needs of the individual and groups. We are a 'Trauma Informed School', with all staff understanding behaviour as a communication of need, and foster a relational approach, based on PACE (Nurturing interaction based on playfulness, attunement, curiosity and empathy). Most staff have received training in 'Emotion Coaching'. Some staff had had training health related conditions including Allergy, Epilepsy and Diabetes.

We can offer excellent pre-school provision, and promote experiential and multi-sensory learning for our youngest learners through to Y6. We have whole school awareness of sensory need, and learning environments that support

sensory integration and calming, and a strong focus on social and emotional aspects of learning. We foster resilience and independence via Growth Mindset/Building Learning Power ethos, and an inquiry based approach to learning, supported by highly motivated teachers and support staff, who really care about the children as individuals and the learning journey shared together. We have an holistic understanding of child development and seek to support the child and family so that the best possible outcomes can be achieved.

We work closely with outside agencies to ensure every child has what they need to support their learning, progress and well-being. Support is accessed for many different areas of additional need, be that academic, social, emotional or physical. Pastoral support is also strong at Germoe, and staff are passionate about supporting the whole family.

We have an excellent outdoor environment with climbing equipment, climbing wall, sports areas, garden, field, and Forest School area. Inside areas are light and airy, conducive to relaxed and informal learning and all classes have out-door space, offering a wealth of areas in which to learn and play. In addition to on-site areas, we also use the local beach and access other near-by provision in the school minibus to enhance our learning and enjoyment.

We are embedding an Inquiry approach to learning and our children are supported by a strong learning ethos. The children are immersed in a culture of collaborative learning, where they learn about themselves as learners, working with others and initiating projects of their own. Our children develop resilience, academically, emotionally and socially, they grow into reflective learners, are resourceful and are able to take risks which extends their learning and confidence, whilst developing social and moral responsibility.

We are able to offer a range of enriching curriculum activities, trips and visits, which all of our children enjoy, some with additional provision and planning, according to the child's specific needs. A yearly camp is held in the summer and the opportunity to go skiing in the Spring term is also offered. Sea safety, surfing and swimming are

part of our curriculum. Sailing is offered for our older children in the summer term and we take part in cultural activities during the year. Music tuition is available.

We offer Wrap Around Care through our Breakfast Club, after school care and clubs. We have strong community links, as well as working in close partnership with Boskenwyn School and others.

We value the Arts and offer children opportunity to experience live performances at both the Hall for Cornwall and the Minack Theatre. Performing Arts and concerts are regular parts of our school year. We take part in community events, often sharing festivals in conjunction with Boskenwyn, as well as planning and holding our own school events such as Christmas and Summer fairs.

Enhanced transition is offered to our most vulnerable pupils moving to secondary school, to ensure as smooth a start at Secondary as possible. Staff are passionate and proactive in supporting all children academically, socially and emotionally, always focusing on the individual.

We would always recommend that you speak to your child's class teacher with any concerns regarding learning, social, emotional or physical needs, but other people you may wish to contact are:

Headteacher	Special Educational Needs Co-ordinator	SEN Governor	EYFS Teacher
Miss Paula Blackburn	Mrs Angie Larcombe	Mrs Natalie Thomas	Miss Jan Burns

Link to Special Educational
Needs Policy
www.germoe.cornwall.sch.uk

Link to Equal Opportunities and
Anti-Discriminatory Policy
www.germoe.cornwall.sch.uk

Link Equality Act & Accessibility
Plan
www.germoe.cornwall.sch.uk

Covid-19 Pandemic




Following school closures of the Spring and Summer terms 2020 due to Covid-19, school was gradually reopened according to Government and Local Authority guidance, to some children, during the summer term 2020. Toward the end of the academic year, all year group cohorts had transition days at school, in a closely controlled 'bubble' format, to avoid viral spread. Thus our children have experienced a mixture of electronic platform learning at home, classroom based learning, home education, life-skills development and outdoor learning. School have supported families pastorally eg family support needs, Bereavement needs, and academically with remote meetings for EHC plans, referrals, bespoke learning packages and support via email, phone and video conferencing. SEN-specific information, especially for well-being and emotional support, has been sent to families living with additional needs.

Plans are in place for a 'bubble' approach in the Autumn term 2020, with a 'recovery curriculum', to allow everyone to focus on mental health and well-being in the first instance, and social and emotional development. Policies, guidance and procedures are in place to ensure Germoe is a safe and nurturing school where children can enjoy learning and socialising, even if it is a little different to usual.

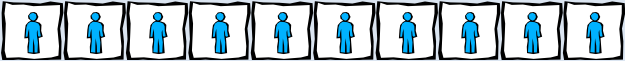


Our offer will be implemented with due regard to the Government and Local Authority guidance regarding Covid-19, and some procedures, processes and school related activities may be adjusted or changed to ensure safety of all.

The levels of support and provision offered by our school

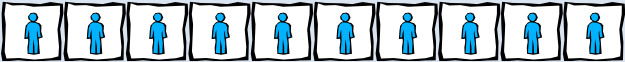


1. Listening to and responding to children and young people

<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> 
<ul style="list-style-type: none"> • The views and opinions of all students are valued • Regular questionnaire completed by all pupils • Student voice is heard through School Parliament • Small classes provide opportunity for regular learning conversations • Regular Circle Time/ PSHE activities as needed • After school clubs requested by children and support small group social and emotional development • Pupil conferencing for academic and children's emotional/social development • Good provision for pastoral care for children, parents and carers • Trauma and Mental Health Informed School Training (TIS) is embedded, to promote awareness of behaviour as a communication of need, along with strategies to support children with mental health difficulties in a nurturing way, supported by PACE practices 	<ul style="list-style-type: none"> • Students with SEND are included and valued • Small group consultation opportunities are given to encourage all to contribute • Mixed groupings support children's voices 	<ul style="list-style-type: none"> • Student voice is integral part of SEND reviews and all meetings • Opportunity to revisit events with trusted adult/mentor • Nominate a child's advocate for those children with complex and/or care needs • Assisted technology to ensure those children with communication needs can be heard. • Mental and emotional support via coaching and talking and drawing therapy, TIS, individual provision/taking slots • Transition passports, sensory passports, learning passports etc • Involvement in meetings – EHCP Review, ASD review etc

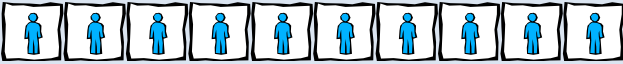
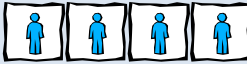

2. Partnership with parents and carers

<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"> • All parents and carers are actively encouraged to work in partnership with school. • There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements as well as community events • Termly progress meetings are held with the class teacher but staff are happy to talk to parents and carers at other times throughout the year – we have an 'open door policy' • SENCo available by appointment and for meetings • Home school reading diaries provide a vehicle for daily communication. • Parents are encourage to speak to the class teacher but will be directed to other significant members of staff should the need arise. • Annual end of year reports are sent home. • Annual Pupil Premium reports are sent home. • Information sessions such as E Safety. • Regular communication via the newsletter of any SEND specific training for parents or parenting help. • Onward referral for parental support eg family support via the Early Help Hub • FOBs parent group Facebook communication • Websites and newsletters, useful items relating to SEN/opportunities for children and families communicated • Help and things of interest specifically sent to relevant families 	<ul style="list-style-type: none"> • Individualised home school communication book. • Families are encouraged to attend information sessions relevant to parenting skills, supporting children with homework etc. 	<ul style="list-style-type: none"> • Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child. • Parents/carers views are an integral part of any SEND reviews and meetings. • Parents/carers are offered support with any parental contribution and accessing documentation as required. • Parent/carers are encouraged to access support from outside of school via the Family Information Service, supported by the school Senco if an assessment by the Local Authority is undertaken. • Email contact between parent/carer and teacher/SENDCo • Help for families to seek support from other agencies by sign-posting and helping with routes and paperwork

3. The curriculum

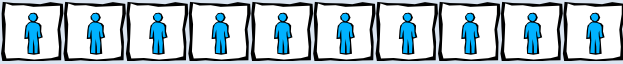


<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure all children can be included. • Children's interests and suggestions are built into the two year rolling programme. • All children have access to the curriculum with reasonable adjustments made as required. • We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem, raise aspiration and well-being. • Barriers to achievement are identified early to allow effective provision to be put in place. • We value and promote trips, visits and enrichment activities to enhance our children's interest and engagement in their learning • Inquiry based approach to topic work and some other areas of the curriculum offering some freedom in the children's learning whilst supporting developing independence • Continuing professional development including research for enhancing teaching and learning, visits and immersion supporting focus on educational improvement • All reasonable adjustments are made for inclusive engagement • Inquiry based ethos supports different styles of learning and learner. 	<ul style="list-style-type: none"> • Children access curriculum enrichment opportunities. • Nurture and well-being/SEMH Provision • Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children – academic, social and emotional • Intervention tracking monitors progress of those children at risk of making less than expected progress. <p>Small group intervention includes:</p> <ul style="list-style-type: none"> ▪ phonics ▪ reading comprehension ▪ spelling ▪ numeracy ▪ fine motor skills/handwriting ▪ speech and language ▪ social communication ▪ emotional development ▪ anxiety ▪ coordination & physical ▪ keyboard skills 	<ul style="list-style-type: none"> • Children with SEND can access the curriculum with adult support or modification as appropriate. • Specialist advice is sought and recommended equipment and resources are used as directed to ensure access eg OT advice, resources to support writing • Children's interests and strengths are used to encourage engagement in their learning. • In exceptional circumstances children can be dis-applied from some aspects of the curriculum. This must be agreed by all involved. • Individual curricula are implemented to address the needs of individuals where applicable, eg complex SEN, ESMH needs • Awareness of sensory needs of children and adaptations of environment and activities to accommodate • Onward referral for specific help eg Cognition Service, Occupational Therapy, ASD casework

4. Teaching and learning

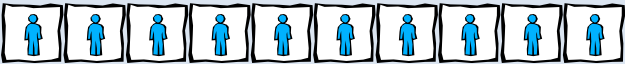


<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Well planned lessons with differentiated learning objectives and success criteria • Teaching staff facilitate Inquiry based and problem solving learning, here children are encouraged to take control of their learning • Multi-disciplinary learning which makes learning contextually relevant and meaningful/connected • Multi-sensory learning • Needs led in-class TA support • In-class targeted teacher support as required. • Access to visual aids and modelling • Whole class visuals such as timetables • Use of writing frames – paper and electronic to support ict skill development and support children's cognitive and executive skills, and scaffold journey toward independence. • Access to ICT – search engines, See Saw, Tapestry, Google Classroom, IWB • High level questioning, opening ended inquiry to provoke deeper learning • Effective feedback face to face and through marking • Preferred learning styles • Alternative ways of recoding are used • Effective challenge by use of varied pitch and pace • Hands-on and real life experience • Outdoor learning • Embedded Growth Mind-set and Building 	<ul style="list-style-type: none"> • Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately. • Access to needs led small group intervention for reinforcement of concepts requiring overlearning and/or pre-teaching of new concepts. This may be taken by the teacher or TA. • Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. • Access to technology such as Talking Tins, laptops, IPAD, touch-screen ICT, etc • Nurture/SEMH provisions, providing support for social and emotional development • Test concessions • Provision of supporting resources eg reading screens, ear defenders, writing slope etc • Use of games, ict, interventions and drip=feed sessions for key skills • Provision for sensory calming, de-esacation – dark den, fidget toys, weighted toys and other sensory provision • Emotionally available adults to support with difficulty and next steps in learning 	<ul style="list-style-type: none"> • One to one support for those children who require intensive support to ensure they make progress with their learning. • Personalised and highly differentiated work is provided to enable independent learning. • Advice from specialist teacher or outside agency eg Educational Psychologist, Autism team • Individual targeted teaching following specific programmes eg Talking Maths, RWI • Test concessions. • Specific training for staff • Access to sensory areas and brain breaks • Assessment of social, emotional and sensory difficulties as well as barriers to academic learning • Enhancement of learning environments to provide for sensory needs – dark dens, light/water tubes, calming areas with less sensor stimulation and garden area

<p>Learning Power ethos develops strong and reflective learners</p> <ul style="list-style-type: none"> • Support of learners as individuals and progress and attainment as personal goals • Staff have understanding of difficulties impacting learning – sensory, physical and cognitive needs, and support children to be proactive in these areas. 		
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5. Self-help skills and independence




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • High expectations for all pupils • Provision of suitable environment and resources to promote independent learning • Good modelling by adults and peers • Opportunity for pupils to work independently and collaboratively • Self-peer assessment • Sensitive tracking by additional adults in class • Growth Mind-set and Building Learning Power ethos embedded in school, promoting reflection, resourcefulness, risk-taking and resilience and focus on metacognition • The 5 Bs (brain, board, book, buddy, boss) • Inquiry Based Topic Work – children have ownership and agency • School Parliament and cultural involvement key to development of self-help and 	<ul style="list-style-type: none"> • Needs led adult support • Visual prompts to encourage independent self- help skills • Personalised equipment • Adult scaffolding and at point of need 	<ul style="list-style-type: none"> • Additional adult support is used to help the child identify what help they need and provide strategies to empower them and promote their independence. • Provision of specialist equipment • Necessary adaptations to environment • Personalised task boards /timetables • Personalised visuals eg timers, traffic lights etc • Individual Care Plan respecting the child's dignity and privacy.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Safeguarding a priority – My Concern electronic platform is used, so the complete narrative for any child can be quickly assessed and help for families sought • All children access PHSE, taught sessions, in daily classroom life and at point of need • Peer support is encouraged • Teacher for mentoring/coaching • All necessary risk assessments are in place. • Appropriate child protection training including E Safety training has been undertaken by designated child protection officer and other relevant staff. • Safeguarding information clearly displayed • Safeguarding information/who to contact distributed to parents via weekly newsletter • School promotes healthy life style living through healthy food/snacks, physical activity, growing etc • Access to extensive outside space • Breakfast Club and After School Clubs – sports, cookery etc • Collaboration with School Nurse team and support • Trauma and Mental Health Informed School (SENDo is practitioner) • Emotional First Aid trained SENCo • 'Emotion Coaching' training for all staff 	<ul style="list-style-type: none"> • Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport • Small group provision - Lego therapy and social skills group work, to support children in need of social and emotional development. • Small group provision 'You are a social Detective' to help with social understanding and skill development • Small group provision 'You are a superhero called self-control' CBT for children around anger • Small group/1:1 intervention 'Starving the Anxiety Gremlin' CBT for children around anxiety • School nurse/family worker drop ins 	<ul style="list-style-type: none"> • School works closely with a range of outside agencies and contributes to TACS, early Support Meetings etc • Access to specialist support from agencies eg Penhaligans Friends for Bereavement and Loss Counselling, CHaLK • Referral to CAMHs, ASD casework team etc to secure additional help • Students with specific medical conditions have individual health care plans and specific key workers to assist them • Individual adult mentoring • Emotional support via coaching and Drawing and Talking therapy, TIS and nurture provision • Individual programs for personal growth, including CBT based provision for anxiety, scaling for emotions or social interaction etc • Meet and Greet • Use of 'Family Group Conferencing' • 1:1 SEMH sessions for children • Pastoral sessions for families/ parenting help




<ul style="list-style-type: none"> • Support for families available through Family information Service (FIS) • Development of SEMH resourcing over past couple of years, including CBT, anxiety and social skills provision • Bereavement Champion in school (SENDCo) • Enhanced well-being measures put into place during Covid-19 Pandemic, including new policies relating to safeguarding and health and well-being 		
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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"> • Opportunities for all children to mix across all age ranges. • Opportunities for children to interact with Boskenwyn school children for performances, sports and curricular enrichment days eg performance at Minack Theatre, sailing • Opportunity for individual and group discussion. • All reasonable endeavours are taken to ensure all children can access visits and residential trips – camp, skiing • Children are given a sense of place and belonging in school as part of a class and team • School works in partnerships with other schools. • School Parliament involvement with parent –teacher group 	<ul style="list-style-type: none"> • Small group activities such as Circle time/social skills group. • Nurture • Enrichment activities linked through sharing with other small schools, eg higher level maths group, transitions from other provision/schools • Sporting opportunities shared with other schools, eg Cross-country, sailing, surfing • National schools competition – electronic car challenge • Involvement with parents, friends and staff in community based events • Secondary transition preparation for Y6 children. During the Covid-19 pandemic, whilst physical visits could not be made, families were supported toward transition and staff worked hard behind the scenes to ensure secondary staff understand the 	<ul style="list-style-type: none"> • Individual adult support provided to encourage collaborative activities • Individual support and/or specific arrangements to enable inclusion in clubs • Use of social stories with individual children to promote social skills. • Use of comic strip cartoon with children with Autism to explore social interaction/reaction • Supported opportunities to be involved with community events and events at school • Enhanced transition opportunities at Y6 with additional needs moving to Secondary school (not so much this summer 2020) • In-school social skills provision, including scaling to help children recognise, gauge and adopt strategies for emotional




<ul style="list-style-type: none"> • School Parliament events eg Christmas fair, summer fair, fund raising, open days • Performance opportunities at Christmas and Summer term production • Community events eg Chrstingle, May Pole, Flora and Mazy Day etc • During Covid-19 pandemic and social distancing measures, children have been encouraged to interact remotely with learning, and with each other via social media supported by parents. Phone calls and video calls to families to support well-being during Covid-19 throughout the late Spring and Summer term 2020. • A 'recovery curriculum is planned for the Autumn term 2020 ,focusing on well-being and where children will be learning in year group 'bubbles'. • Vulnerable children have been identified and input to support vulnerability is in place 	children's needs	<p>regulation</p> <ul style="list-style-type: none"> • Pre-preparation for change and expected behaviours/outcomes (via Transitional Passport this year) • Inclusion in camp, trips and visits with reasonable adjustments • Inclusion in swimming and other sporting events, surfing, cross-country etc • Mediating adult to support at point of need • Referral to out-side agencies for support eg ASD casework
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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • Provision of a safe environment where bullying is absolutely minimal and dealt with quickly and effectively • Named Health and Safety Governor who undertakes regular audits and checks. • Access under constant review and yearly review as part of policy revision • Positive, child friendly learning environment with 	<ul style="list-style-type: none"> • Access to quiet spaces outside • Alternative arrangements for unstructured times eg lunch times, to support social, emotional and sensory needs • 	<ul style="list-style-type: none"> • Specialist equipment to enable children to be independent • Advice followed from specialist teachers/Occupational Therapist for children with sensory/physical needs • Sensory areas and resources • Movement and brain breaks scheduled as part of timetable

<p>excellent outdoor space</p> <ul style="list-style-type: none"> • Emphasis on rewarding good behaviour with clear sanctions used consistently, within in PACE approach • Outdoor play equipment designed to encourage active play and social interaction • Forest school activities • Regular risk assessed and used local environments • Ambient lighting installed in school to reduce visual stress/sensitivity • All staff trained in Trauma informed School practise, with increased understanding of 'triggers' and over-load • Some staff trained in 'Emotion Coaching' • Increased focus on sensory and emotional regulation provision – brain breaks, heavy work etc • Use of yoga, bi-lateral challenges and Go Noodle to address whole body learning, need for cognitive break and physical need • On-going development of school to provide areas for learning/play that enhance children's experience of school and learning 		<ul style="list-style-type: none"> • Awareness building with individual input for sensory awareness and scaling, to help children recognise, and manage with appropriate strategies
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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"> • On site pre-school with comprehensive transition arrangements in place for entry from EYFS to KS1 • Comprehensive transition arrangements in place for KS1 to KS2 	<ul style="list-style-type: none"> • Small group enhanced transition • Transition passport • Parents/carers offered support ahead of selection of secondary request 	<ul style="list-style-type: none"> • Individually supported, enhanced transition including extra visits with TA • Individual transition passports, sensory passports etc. • Individual pupil portraits for receiving

<ul style="list-style-type: none"> • Transition activities and visits for Y5 and Y6 children with secondary schools, staff discussion, secondary visits to meet children • Transfer of all records between classes and settings • Timetabled meetings for focussed conversation between class teachers/SENDCos regarding all children changing class and for Y6s transitioning to secondary • In house transition day • Pupil conferencing at point of transition if needed • Transitional objects and strategies for managing worries and concerns • Emotionally available adults • Fully logged transfer of SEND and other records to new schools, usually by hand, direct contact to ensure all relevant information is transferred 		<p>staff</p> <ul style="list-style-type: none"> • Secondary school staff invited to year 5 and 6 annual review. • Enhanced Transition arrangements for children with additional needs, vulnerable children, CIC and ASD • Completion of receiving school's SEN record prior to transition • Advocate for child and parents • Continuing contact with secondary school post-transition
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
SENDIAS	Family information service	https://cornwallsendiass.org.uk/
Early Help Hub	Advice and referral hub for many avenues to support SEND, triage for referrals needing a range of out-side agency help	earlyhelphub@cornwall.go.uk
Early Help	Advice and help for families facing difficulty, as part of a multi-agency approach. Referral process via Early Help Hub above.	Locality 2 01872 322318
Early Support	Advice and help for children and families who live	Early Support Co-ordinator (West) - Ravena

	with disability as part of a multi-agency approach. Referral process via Early Help Hub above.	Marshall-Whitley 01736 336660	
Early Years Inclusion	Advice for intervention for children in nursery and reception year	https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/childrens-psychology-service/early-years-inclusion-service/	
Speech and Language Therapy	Therapist available to undertake assessment and monitor at least termly, provide resources and training and contribute to reviews. Specific programmes of intervention delivered by therapist or assistant as needed.	Help Line 01208 834488	
Sensory Support Service	Teacher of the Deaf and Vision Support Teacher monitor and offer advice and support including training, contribute to reviews, provide specialist equipment such as radio aids, magnifiers etc. Additional specialist teaching delivered as needed.	Visual Support Bolitho House, Laregan Hill Penzance TR18 4NY 01736 571096	Hearing Support Trevu Centre Trevu Road Camborne TR14 7AD 01726 61004
Educational Psychology Service	Educational Psychologist available for statutory work linked to Local Authority assessment as well as for consultation, supervision and training.	Dolcoath Council Offices Dolcoath Avenue Camborne TR14 8SX 01209 614198	
School Nurse Team	School Nurse Team available to help families with health care needs and offer advice to schools and with training eg use of Epi -pens	Health Visiting and School Nursing 01872 322770	
Physical And Medical Needs Advisory Service	Assessment, advice and resourcing for physical and medical needs, assessment for sensory processing	01872 323400	
Occupational Therapy	Advice for physical disability and therapy plans for	www.cornwall.gov.uk/otchildren	

	sensory and physical difficulties	0300 1234 101
CAMHS	Specialist clinicians available to support schools and families with mental health needs. Diagnostic pathways for ADHD, Autism ASD casework team	Partnership Services for Children, Young People and Families Bolitho House, Laregan Hill, Penzance TR18 4NY 01736 571070
Autism Spectrum Casework Team	Once a diagnosis of Autism has been made, referral to the ASD Team will support children in school and home, focusing on functional difficulty	01872 323210
CHALK	Counselling and talking therapy, play and art therapy for children to reach their full potential	Referrals made via school
Educational Welfare	EWO available to support schools and families to ensure all children access their entitlement to an education	Via County
Penhalligon's Friends	Offers bereavement support for young people, children & their families	www.penhaligonsfriends.org.uk 01209 210624
CLIC Sargent	Support for children and families living with cancer	0300 330 0803 helpline@clicsargent www.clicsargent.org.uk