



**Germoe Primary School**  
**Our 'Local Offer' for Special Educational Needs and Disability (SEND)**  
**(Agreed by staff and governors July 2022)**

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. Support for all to access the curriculum, extra -curricular activities and outside visits, academic achievement and 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 of our staff seeing behaviour as a communication of need, and foster a relational approach, based on PACE (Nurturing interaction underpinned by playfulness, attunement, curiosity and empathy). Most staff have had training in Emotion Coaching and some have had further mental health and trauma input around neuro-science. Some staff have training in health-related conditions including Allergy, Epilepsy and Diabetes and we work with Health to support medical needs.

We offer excellent Early Years 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, in relation to neuro-divergence and trauma. We foster resilience and independence via Growth Mindset/Building Learning Power ethos, and an Inquiry based approach to teaching and 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 that 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 and staff regularly use the natural environments around school for learning. 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 coastal, woodland, rural and urban areas and other local resources to enhance our learning and enjoyment. We have our own school minibus which supports learning enrichment and engagement with other schools, sport and community events.

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 with the upper key stage 2 children accessing a residential camp away from school and our younger children enjoying 'sleep over'. Opportunity to go skiing in the Spring term is also offered to our upper KS2 children. Sailing is offered for our older children in the summer term, and surfing too. We take part in cultural activities during the year. Music tuition is available.

We are developing 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 in collaboration, 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 offer Wrap Around Care via Breakfast Club, after school care and extra-curricular 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, the Minack Theatre and other local productions. Performing Arts and concerts are regular parts of our school year. We take part in community events, often sharing festivals with Boskenwyn School, as well as planning and holding our own school events such as Christmas and Summer fairs. Family is important at Germoe School and we have fantastic support from FROGS, (Friends of Germoe School).

Enhanced transition is offered to our most vulnerable pupils moving to Secondary School, to ensure as smooth a start to their new school as possible. Staff are passionate and proactive in supporting all children academically, socially and emotionally, always focusing on the individual, strong resilience and well-being.

With recent focus on mental health and wellbeing, we are developing capacity to support children and families via 'SPACE' - a trauma-informed initiative, whereby children and parents can develop deeper emotional understanding to enhance wellbeing. We have also forged strong links with our Educational Mental Health Practitioner, who visits school weekly, and the SENCo has undertaken further training to embed mental health and wellbeing in as a priority in all we do.

We would always recommend that you speak to your child's class teacher with any concerns 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	TBC	Miss Jan Burns




Link to Special Educational Needs Policy  
[www.germoe.cornwall.sch.uk](http://www.germoe.cornwall.sch.uk)

Link to Equal Opportunities and Anti-Discriminatory Policy  
[www.germoe.cornwall.sch.uk](http://www.germoe.cornwall.sch.uk)

Link Equality Act & Accessibility Plan  
[www.germoe.cornwall.sch.uk](http://www.germoe.cornwall.sch.uk)




## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people

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"> <li>The views and opinions of all students are valued</li> <li>Regular questionnaire completed by all pupils</li> <li>Student voice is heard through School Parliament</li> <li>Small classes provide opportunity for regular discussion</li> </ul>	<ul style="list-style-type: none"> <li>Students with SEND are included and valued</li> <li>Small group consultation opportunities are given to encourage all to contribute</li> <li>Mixed grouping support children's voices</li> </ul>	<ul style="list-style-type: none"> <li>Student voice is an integral part of SEND reviews and all meetings</li> <li>Opportunity to revisit difficulty with trusted adult/mentor</li> <li>Nominate a child's advocate for those children with complex and/or care needs</li> <li>Assisted technology to ensure those children</li> </ul>




<ul style="list-style-type: none"> <li>Regular Circle Time/ PSHE activities</li> <li>After school clubs requested by children and support small group social and emotional development</li> <li>Pupil conferencing for academic, social and emotional development</li> <li>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.</li> <li>Child voice is seen in choice around class eg., zones of trust</li> <li>Autism Champion to advocate and give voice for children and parents on the Spectrum</li> </ul>		<p>with communication needs can be heard.</p> <ul style="list-style-type: none"> <li>Use of Augmentative and Alternative communication systems, visuals, Makaton etc</li> <li>Mental and emotional support via coaching, talking and drawing therapy, TIS, individual provision/talking slots</li> <li>Transition passports, sensory passports, learning passports etc</li> <li>Involvement in meetings – EHCP Review, ASD review etc</li> <li>SENCo 'drop ins' with individual children daily/twice weekly as arranged with the child to ensure child's voice is heard, difficulties shared and addressed</li> </ul>
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## 2. Partnership with parents and carers

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"> <li>All parents and carers are actively encouraged to work in partnership with school.</li> <li>Staff and parents work together to discuss and tease out difficulties – the child's needs are considered in an holistic way</li> <li>There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements.</li> <li>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'</li> <li>SENCo is available by appointments and for</li> </ul>	<ul style="list-style-type: none"> <li>Individualised home school communication book.</li> <li>Families are encouraged to attend information sessions relevant to parenting skills, supporting children with homework etc.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child</li> <li>Daily paper or email communication supports day to day understanding and sharing</li> <li>Parents/carers views are an integral part of any SEND reviews and meetings.</li> <li>Parents/carers are offered support with any parental contribution toward referral processes and with accessing and collating documentation as required.</li> <li>Parent/carers are encouraged to access support from outside of school via the Family</li> </ul>




<p>meetings</p> <ul style="list-style-type: none"> <li>• See Saw electronic learning platform is used to support daily communication</li> <li>• Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise.</li> <li>• Annual end of year reports are sent home.</li> <li>• Annual Pupil Premium reports are sent home.</li> <li>• Information sessions such as E Safety.</li> <li>• Regular communication via the newsletter of any SEND specific training for parents or parenting help.</li> <li>• Onward referral for parental support eg family support via the Early Help Hub or Family Group Conference</li> <li>• FOBs parent group Facebook communication</li> <li>• Strong Pastoral support and communication</li> <li>• Websites and newsletters, useful items relating to SEN/opportunities for children and families communicated</li> <li>• Involvement of family support workers for signposting parental support and to hold occasional 'parental drop in sessions'</li> <li>• Parent toolkits on the school website to support with areas of difficulty</li> </ul>		<p>Information Service, supported by the school SENCo if an assessment by the Local Authority is undertaken.</p> <ul style="list-style-type: none"> <li>• Email contact between parent/carer and teacher/SENCo</li> <li>• Help for families to seek support from other agencies by sign-posting and helping with routes and paperwork</li> <li>• School linked Primary Mental Health Practitioner</li> <li>• Support encouraged via Parent Carer Council etc</li> <li>• Close working between parents, school and outside professionals for shared understanding</li> <li>• Early Help TAC meetings and school-based TAC meetings to support coordination of needs/provision</li> </ul>
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### 3. The curriculum

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"> <li>• The curriculum is designed to ensure all children can be included.</li> <li>• Children's interests and suggestions are built</li> </ul>	<ul style="list-style-type: none"> <li>• Children access curriculum enrichment opportunities.</li> <li>• Nurture and well-being/SEMH provision</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND can access the curriculum with adult support or modification as appropriate.</li> </ul>

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

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"> <li>• Well planned lessons with differentiated learning objectives and success criteria</li> <li>• Dyslexia friendly approaches and resourcing to support specific learning difficulties</li> <li>• Visual to support learning readiness, independence, memory, chunking tasks etc</li> <li>• Variety of ways to show learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assess, Plan, Do, Review process to support graduated approach for strong learning and to support self-esteem</li> <li>• Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Assess, Plan, Do, Review process to support collation of evidence for statutory assessment</li> <li>• One to one support for those children who require intensive support to ensure they make progress with their learning.</li> <li>• Personalised and highly differentiated work is</li> </ul>






<ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Teaching staff facilitate Inquiry based and problem finding/solving, where children are encouraged to take control of their learning</li> <li>• Multi-disciplinary learning which makes learning contextually relevant and meaningful/connected</li> <li>• Multi-sensory learning</li> <li>• Needs led in-class TA support</li> <li>• As multi-sensory as possible</li> <li>• In-class targeted teacher support as required.</li> <li>• Access to visual aids and modelling</li> <li>• Whole class visuals such as timetables</li> <li>• Use of writing frames – paper and electronic to support ict skill development and support children’s cognitive and executive skills</li> <li>• Access to ICT – search engines, See Saw, Google Classroom, IWB</li> <li>• High level questioning, open questioning to provoke deeper engagement</li> <li>• Use of provocations and problems to hook children and encourage deeper engagement</li> <li>• Effective feedback face to face and through marking</li> <li>• Understanding of preferred learning styles</li> <li>• Alternative ways of recoding are used</li> <li>• Use of writing/information gathering frames to scaffold learners toward independence.</li> <li>• Effective challenge by use of varied pitch and pace</li> <li>• Hands-on and real-life experience</li> <li>• Outdoor learning</li> <li>• Embedded Growth Mind-set and Building Learning Power ethos develops strong and reflective learners</li> <li>• Support of learners as individuals and progress and attainment as personal goals</li> <li>• Staff have understanding of difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task.</li> <li>• Access to technology such as Talking Tins, laptops, IPAD, touch-screen ICT, etc</li> <li>• Nurture/SEMH provisions, providing support for social and emotional development</li> <li>• Test concessions</li> <li>• Provision of supporting resources eg reading screens, ear defenders, writing slope etc</li> <li>• Use of games, ict, interventions and drip-feed sessions for key skills</li> <li>• Provision for sensory calming, de-escalation – dark den, fidget toys, weighted toys and other sensory provision</li> <li>• Emotionally available adults to support with difficulty and next steps in learning</li> </ul>	<p>provided to enable independent learning.</p> <ul style="list-style-type: none"> <li>• Learning discussions between children, parents and staff</li> <li>• Advice from specialist teacher or outside agency eg Educational Psychologist, Special School Outreach</li> <li>• Individual targeted teaching following specific programmes eg Talking Maths, RWI</li> <li>• Test concessions.</li> <li>• Specific training for staff</li> <li>• Access to sensory areas and brain breaks, heavy work</li> <li>• Assessment of social and emotional difficulties as well barriers to academic learning</li> <li>• Enhancement of learning environments to provide for sensory needs – dark dens, light/water tubes, calming areas with less sensory stimulation, garden area</li> <li>• Sensory and movement breaks built into learning sequence as part of the learning</li> <li>• Liaison with private tutors chosen by families</li> </ul>
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<p>impacting learning – sensory, physical and cognitive needs and support children to be proactive in these areas</p> <ul style="list-style-type: none"> <li>Sensory and movement breaks available for all children as needed</li> </ul>		
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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"> <li>High expectations for all pupils</li> <li>Provision of suitable environment and resources to promote independent learning</li> <li>Good modelling by adults and peers</li> <li>Opportunity for pupils to work independently and collaboratively</li> <li>Self-peer assessment</li> <li>Sensitive tracking by additional adults in class</li> <li>Growth Mind-set and Building Learning Power ethos embedded in school, promoting reflection, resourcefulness, risk-taking and resilience</li> <li>The 5 Bs (brain, board, book, buddy, boss)</li> <li>Inquiry based topic work – children have ownership and agency</li> <li>School camp and other enriching and resilience building opportunities throughout the year</li> <li>School Parliament and cultural involvement key to development of self-help and independence</li> <li>Makaton in use across EYFS class</li> </ul>	<ul style="list-style-type: none"> <li>Needs led adult support</li> <li>Visual prompts to encourage independent self- help skills</li> <li>Personalised equipment</li> <li>Support for independence, not reliance</li> </ul>	<ul style="list-style-type: none"> <li>Additional adult support is used to help the child identify what help they need and provide strategies to empower them and promote their independence.</li> <li>Provision of specialist equipment</li> <li>Necessary adaptations to environment</li> <li>Personalised task boards /timetables</li> <li>Personalised visuals eg timers, traffic lights etc</li> <li>Individual Care Plan respecting the child's privacy and dignity</li> <li>SLT plans and communication support plan implementation</li> <li>Intimate care plans in place</li> <li>Medical plans in place</li> <li>Speech, Language and Communication Needs plans in place</li> </ul>

## 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"> <li>• Vulnerability of children with additional needs is explicitly understood and monitored</li> <li>• Safeguarding a priority – My Concern electronic platform is used to coordinate information and keep children safe</li> <li>• Designated Safeguarding Lead and Cover</li> <li>• Designated Children in Care teacher</li> <li>• All children access PHSE, in taught sessions, daily classroom life and at point of need</li> <li>• Peer support is encouraged</li> <li>• Teacher for mentoring, coaching</li> <li>• All necessary risk assessments are in place.</li> <li>• Appropriate child protection training including E Safety training has been undertaken by designated child protection officer and other relevant staff.</li> <li>• Safeguarding information clearly displayed</li> <li>• Safeguarding information/who to contact distributed to parents via newsletter</li> <li>• Safeguarding is on staff meeting agenda weekly</li> <li>• School promotes healthy life style/living through healthy food/snacks, physical activity, growing, keeping yourself safe etc</li> <li>• PSHE and RSE</li> <li>• Access to extensive outside space</li> <li>• Access to Breakfast Club and after school care and Clubs – sports, cookery etc</li> <li>• Collaboration with school nursing team</li> <li>• Trauma and Mental Health Informed Schools training, for all staff to assist children at early</li> </ul>	<ul style="list-style-type: none"> <li>• Action taken to ensure children can access relevant opportunities for curriculum enrichment, eg transport</li> <li>• Small group provision - Lego therapy to support children in need of social and emotional development</li> <li>• Small group provision – ‘You are a social Detective’ and ‘Zones of Regulation’ to help with social understanding and skill development</li> <li>• Small group provision - ‘You are a superhero called self-control’ CBT for children around anger</li> <li>• Small group intervention/1:1 – ‘Starving the Anxiety Gremlin’ CBT for children around anxiety</li> <li>• Drawing and Talking group sessions</li> <li>• Lego therapy for skill development leading to increased relational understanding and well-being</li> <li>• All mental health interventions are informed by research-based studies and neurodivergent approaches and incorporate trauma-informed research</li> <li>• ‘SPACE’ – supporting parents and children emotionally is a new initiative for 2022/23, to support emotional understanding and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• School works closely with a range of outside agencies and contributes to meetings, action plans and reviews</li> <li>• Access to specialist support from agencies eg Penhaligan’s Friends for Bereavement and Loss Counselling</li> <li>• Referral to CAMHs, ASD casework team etc to secure additional help</li> <li>• Use of Bloom process to support children</li> <li>• Students with specific medical conditions have individual health care plans and specific key workers to assist them</li> <li>• Individual adult mentor</li> <li>• Emotional support via coaching and drawing and talking therapy, TIS and nurture provision</li> <li>• Meet and Greet</li> <li>• Support of Educational Mental Health Practitioner</li> <li>• Research-based interventions based on psychoeducation principles</li> <li>• Consideration of reduced timetable, as part of a short-term school-based package to support need</li> <li>• Close working with outside agencies to support individual need eg ASD casework</li> <li>• Use of Family Group Conferencing</li> <li>• 1:1 pastoral sessions for families</li> <li>• 1:1 work with children</li> <li>• On-line assessment for children’s difficulties (Motional assessment via Trauma Informed</li> </ul>




<p>stages of difficulty</p> <ul style="list-style-type: none"> <li>Emotional First Aid trained SENCo and further SEMH cpd since</li> <li>Most staff are 'Emotion Coaching' trained and are 'emotionally available' to all children</li> <li>Support for families available through Family information Service (FIS) and family support worker links</li> <li>Staff trained in Emotional First Aid, Bereavement and Mental Health difficulties in school – SENDCo is Bereavement Champion</li> <li>Enhanced wellbeing measures put into place during Covid-19 Pandemic, including new policies, continuing into 2021/22</li> <li>Embedding of whole school approach to Mental Health and Wellbeing following further training undertaken by SENCo</li> </ul>		<p>Schools)</p> <ul style="list-style-type: none"> <li>Signposting for family support</li> </ul>
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## 7. Social Interaction opportunities

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>Opportunities for <b>all</b> children to mix across all age ranges.</li> <li>Opportunities for children to interact with Boskenwyn school children for performances, sports and curricular enrichment days eg performances at local venues, sailing</li> <li>Opportunity for individual and group discussion</li> <li>Extra-curricular opportunities including after school clubs, sailing, surfing etc</li> </ul>	<ul style="list-style-type: none"> <li>Small group activities such as Circle time/social skills group/Lego therapy</li> <li>Nurture</li> <li>Enrichment activities linked to other local schools eg higher level maths</li> <li>Sporting opportunities shared with other schools eg Cross-country, surfing and sailing</li> <li>National schools competitions eg electronic car challenge</li> <li>Involvement with parents, friends and staff</li> </ul>	<ul style="list-style-type: none"> <li>Individual adult support provided to encourage collaborative activities</li> <li>Individual support and/or specific arrangements to enable inclusion in clubs</li> <li>Use of social stories with individual children to promote social skills.</li> <li>Use of comic strip cartoon, social story and scripting with children with Autism to explore social interaction/reaction</li> <li>Supported opportunities to be involved with community events and events at</li> </ul>


<ul style="list-style-type: none"> <li>• All reasonable endeavours are taken to ensure all children can access visits and residential trips.</li> <li>• Children develop a sense of place and belonging in school as part of a class and team</li> <li>• School works in partnerships with other schools.</li> <li>• School Parliament and events eg Christmas fair, summer fair, fund raising, open days</li> <li>• Performance opportunities at Christmas and Summer term production</li> <li>• Community events eg Mazey Day, harvest festival.</li> <li>• Involvement of parents, friends and staff in school-based social events eg seasonal festivals and fairs</li> <li>• Pastoral support for all families</li> <li>• Friends of Germoe School (FROGS)</li> </ul>	<p>in community-based events</p> <ul style="list-style-type: none"> <li>• Secondary transition preparation for Y6 children</li> </ul>	<p>school</p> <ul style="list-style-type: none"> <li>• Enhanced transition at Y6 for children with additional needs moving onto Secondary</li> <li>• Transition passports and transition documents to flag up difficulty and promote social inclusion</li> <li>• In-school social skills provision, including scaling to help children recognise, gauge and adopt strategies for emotional regulation/social understanding</li> <li>• Pre-preparation for change and expected behaviours/outcomes</li> <li>• Inclusion in camp, trips and visits</li> <li>• Inclusion in swimming and other sporting events including surfing, cross-country etc</li> <li>• Mediating adult to support at point of need</li> <li>• Referral to out-side agencies for support eg ASD Casework team</li> </ul>
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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"> <li>• Provision of a safe environment where difficulty and inappropriate interaction is dealt with quickly &amp; effectively</li> <li>• Named Health and Safety Governor who undertakes regular audits and checks.</li> <li>• Access for children with disability/mobility difficulties</li> <li>• Positive, child friendly learning environment with excellent outdoor space</li> </ul>	<p>All part of universal offer</p>	<ul style="list-style-type: none"> <li>• Specialist equipment to enable children to be independent</li> <li>• Advice followed from specialist teachers/Occupational Therapist for children with sensory/physical needs.</li> <li>• Sensory areas and resources to scaffold toward self-management of need</li> <li>• Movement and brain breaks scheduled as part of learning and child able to take as needed</li> </ul>

<ul style="list-style-type: none"> <li>• Emphasis on rewarding good behaviour with clear sanctions used consistently.</li> <li>• Outdoor play equipment designed to encourage active play and social interaction</li> <li>• Use of local environments with on-going risk assessment</li> <li>• Ambient lighting used in school to reduce visual stress/sensitivity</li> <li>• Calm, uncluttered classes promote sensory comfort</li> <li>• Sensory aware classrooms</li> <li>• All staff trained in Trauma Informed School practice, most in 'Emotion Coaching', with increased understanding of 'triggers' and impact of over-load, behaviour as a communication of need</li> <li>• Increased focus on sensory and emotional regulation provision – brain breaks, heavy work etc</li> <li>• Use of Yoga, bi-lateral challenges and Go Noodle to address whole body learning, need for cognitive break and physical needs</li> <li>• On-going development of school to provide areas for learning/play that enhance children's experience of school and learning.</li> <li>• Access to quiet spaces outside, in unstructured time and during class learning time</li> <li>• Alternative arrangements for unstructured times</li> <li>• Playground is loosely 'zoned' to enable all children to play freely, choosing what and where they want to be, with adult supported risk assessment to keep themselves safe</li> </ul>		<ul style="list-style-type: none"> <li>• Awareness building with individual input for sensory awareness and scaling, to help children recognise, and manage with appropriate strategies</li> <li>• Support of sensory integration plans</li> </ul>
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## 9. Transition from year to year and setting to setting

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> <li>Comprehensive transition arrangements in place for entry from EYFS to KS1 and from KS1 to KS2</li> <li>Secondary transition arrangements for Y6 supported</li> <li>Transfer of all records between classes and settings, recorded on transfer</li> <li>Timetabled meetings for focussed conversation between class teachers</li> <li>In-house transition day/s</li> <li>Pupil conferencing at point of transition if needed</li> <li>Fully logged transfer to SEND and other records to new schools, usually by hand</li> </ul>	<ul style="list-style-type: none"> <li>Small group enhanced transition</li> <li>Secondary school often visit Germoe</li> <li>Transition passport</li> <li>Record transfer and discussion with next school</li> <li>Parents/carers offered support ahead of selection of secondary placement.</li> <li>Staff training regarding ASD transition</li> </ul>	<ul style="list-style-type: none"> <li>Individual and supported enhanced transition</li> <li>Highly individual communication pupil</li> <li>Y5 EHCP review considers secondary placement</li> <li>Transition portraits including photographs etc.</li> <li>Secondary school staff are invited year 5 and 6 annual reviews.</li> <li>Enhanced work toward secondary transfer with children with ASC</li> <li>Enhanced Transition arrangements for children with additional needs including additional visits to receiving school</li> <li>Provision detailed in Individual Provision Maps bridge into next class in Autumn term</li> </ul>

### Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>SENDIAS</b>	Family Information Service	<a href="https://cornwallsendiass.org.uk/">https://cornwallsendiass.org.uk/</a>
<b>Parent Carers Cornwall</b>	Support for parents of children with additional needs and disability, by parents who have shared experience	<a href="#">Parent Carers Cornwall</a>
<b>Early Help Hub</b>	Advice and referral hub for many avenues to support SEND, triage for referrals needing a range of out-side agency help.	<a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>Early Help</b>	Advice and help for struggling families as part	Early Help Co-ordinator Clare Whittingham

	of a multi-agency approach. Referral process via Early Help Hub 'Team Around the Child' (TAC) meetings may be established	(locality 2) 01872 322318
<b>Early Support</b>	Advice and help for children and families who live with disability, as part of a multi-agency approach. Referral process via Early Help Hub	Early Support Co-ordinator (West) - Ravena Marshall-Whitley Tel: 01736 336660 <a href="http://www.cornwall.gov.uk/earlysupport">www.cornwall.gov.uk/earlysupport</a> or contact the Early Help Hub
<b>Early Years Inclusion</b>	Advice for intervention for children in nursery and reception year	<a href="https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/send-in-the-early-years/">https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/send-in-the-early-years/</a>  <a href="mailto:eyservice@cornwall.gov.uk">eyservice@cornwall.gov.uk</a>
<b>Speech and Language Therapy</b>	Initial triage via phone or email	01208 256262 for speech and language <a href="https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/">https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/</a>  01208 834488 for eating and drinking
<b>Communication Support Service</b>	Support with significant communication needs	Room 2.07 St Johns Hall Alverton Street Penzance TR18 2QR
<b>Sensory Support Service</b>	Advisory teachers Specialist teaching and support	Visual and Hearing Support Theresa Maunder Education Audiology Centre Priory Road St Austell Cornwall PL25 5AB 01726 61004 <a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a>



<b>Educational Psychology Service (West Cornwall)</b>	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 614179
<b>School Nurse Team</b>	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 New County Hall Truro, TR1 3AY 01872 322779 <a href="mailto:hvsnadvice@cornwall.gov.uk">hvsnadvice@cornwall.gov.uk</a>
<b>Physical and Medical Needs Advisory Service</b>	Assessment, advice and resourcing for physical and medical needs, assessment for sensory processing	Melinda Leishman(West Cornwall) <a href="mailto:physicalandmedicalneeds@cornwall.gov.uk">physicalandmedicalneeds@cornwall.gov.uk</a> <a href="http://www.cornwall.gov.uk/">www.cornwall.gov.uk/</a>
<b>Occupational Therapy</b>	Advice for physical disability and therapy plans for sensory and physical difficulties	0300 1234 101
<b>CAMHS</b>	Specialist clinicians available to support schools and families with mental health needs of children	<a href="http://www.cornwall.gov.uk/earlyhelp">www.cornwall.gov.uk/earlyhelp</a> 01209 204000 (Kerrier) <a href="mailto:Cft.camhsreferrals@nhs.net">Cft.camhsreferrals@nhs.net</a>
<b>Autism Spectrum Disorders and Neurodevelopmental Assessment Team</b>	Specialist clinicians available to support schools and families with ASD, ADHD and related neurodevelopmental difficulty	01872 246945 <a href="mailto:Cpn-tr.ASDTEAM@nhs.net">Cpn-tr.ASDTEAM@nhs.net</a>
<b>Education Mental Health Practitioner</b>	CAMHS related service for schools, supporting children who do not meet CAMHS criteria	Kerrier Mental Health Support Team Mental Health Support Team (MHST) - Penwith & IOS Cornwall Partnership Foundation Trust
<b>Bloom</b>	Referrals to CAMHS that do not meet criteria may be offered a 'Bloom' meeting - multi-agency approach to facilitating support in the child's	Initiated by CAMHS following triage of referral

	community	
<b>Autism Spectrum Casework Team</b>	Once a diagnosis of Autism has been made, referral to the ASD Team will support children in school and home.	01872 323210
<b>Clear</b>	Support and counselling for children who have experienced Domestic Abuse	Godolphin House 7-8 Cathedral Lane Truro TR1 2QS <a href="http://www.clearsupport.net">www.clearsupport.net</a> <a href="mailto:info@clearsupport.net">info@clearsupport.net</a> 01872 261147
<b>Family Support Workers</b>	Parenting support Signposting	<a href="mailto:Kerrier.familyhubs@cornwall.gov.uk">Kerrier.familyhubs@cornwall.gov.uk</a>
<b>Penhalligon's Friends</b>	Offers bereavement support for young people, children & their families	<a href="http://www.penhaligonsfriends.org.uk">www.penhaligonsfriends.org.uk</a> Trecarrel Drump Road Redruth TR15 1LY 01209 215889
<b>CLIC Sargent</b>	Support for children and families living with cancer	0300 330 0803 helpline@clicsargent  <a href="http://www.clicsargent.org.uk">www.clicsargent.org.uk</a>
<b>Headstart Kernow</b>	Cornwall's mental health and wellbeing hub Offering support and cpd to schools	<a href="https://www.headstartkernow.org.uk/">https://www.headstartkernow.org.uk/</a>