



Polruan Community Primary School

Our SEN information report

January 2015

Special Educational Needs (S.E.N.)

At Polruan School we strive to ensure that your children enjoy their learning and fulfil their potential. The staff and governors do their best to ensure that appropriate provision is made for any pupil who has special educational needs, within a wholly inclusive environment.

Special Needs in the Classroom

All children have access to the National Curriculum and we follow the Special Educational Needs Code of Practice. All our teachers work hard to ensure that their teaching matches the needs of all learners and they undergo regular training to keep their S.E.N. knowledge up to date. We are an “Inclusive Dyslexia Friendly School” which means that all children can succeed and enjoy their learning. We are also a “Thrive” School which means that we work with all children in a way which supports them emotionally as well as academically.

Keeping you informed

We hold regular review meetings for all children with extra time allocated for children with Special Educational Needs. Through these meetings we aim to keep you fully informed about your child’s progress and achievements. In addition to this, you are of course welcome to come and talk to us about any issues or concerns whenever you may need to. Please speak to your child’s teacher to arrange a suitable time or, if you would like to speak with our Special Educational Needs Co-ordinator, please speak to Mrs Sandy in the school office who will be happy to arrange an appointment for you.

Our S.E.N.D. Policy has been incorporated into this Local Offer. Please click the box on the right for a link to our Accessibility Plan.

[Link to Accessibility Plan \(coming soon\)](#)

Answers to Frequently asked Questions

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

Each teacher in our school is responsible for the progress of every child in their class. To do this they keep a “class action plan” which shows the attainment and progress of every child. If any child is not making the progress they should, the teacher decides how they will address this. This is usually by changing the approach that the teacher is using in the classroom, for example by providing different resources, making the teaching more active or giving the child more access to the teacher. Sometimes, it will mean that they spend some time with a teaching assistant, either one-to-one or in a small group, to pick up on an aspect of learning that they may be struggling with. Most children access this type of support from time to time.

If, despite this extra support, a child still does not make the desired progress, then the teacher asks the SENCo for advice and other strategies to try and the SENCo will observe the child in class and probably do some work with them. If ever a teacher is worried about your child’s progress, they will always let you know. If it is thought that your child may have a Special Educational Need i.e. a need which requires something significantly different or additional to that which is normally provided, they will be monitored very closely and advice from outside professionals will be sought where needed. In this way we can ensure that the school provides what your child needs in order to make good progress. This will always be done through discussion with you and your opinion will be sought every step of the way.

2. What should I do if I think my child may have special educational needs?

If you think that your child may have special educational needs, it is best to speak to your child's teacher. The teacher will listen to your concerns and discuss how your child is getting on at school. The teacher will then ask the SENCo for advice and other strategies to try and the SENCo will observe the child in class and probably do some work with them. If you wish to speak with the SENCo you are very welcome to do so. You can let Mrs Sandy in the school office know and she will arrange an appointment for you.

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

Your child's teacher is directly responsible for the progress of every child in their class.

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

Teachers adjust every learning task to meet the needs of the children in their class. We call this "differentiation". For example, if the class is learning to solve addition problems, some children might independently read, record and solve a written word problem; others might use practical apparatus and take a photograph to show how they solved the problem; others might use text to speech software to help them read the word problem. Most children's needs will be met through this type of differentiation. If your child has a "special educational need" such that they require something over and above this type of differentiation, then an individual plan will be put in place. You and your child will be involved in drawing up this plan which will differ greatly from child to child. It might entail an individual timetable or a level of adult support or something else.

5. How do school staff support me/my child?

In addition to termly consultation meetings, you are welcome to make an appointment at any point in the school term to discuss any concerns you may have about your child and their learning and well-being. Teachers will always listen to and act upon your concerns and seek further advice from other professionals if necessary.

Children are encouraged to speak to an adult in school if ever they have any worries and staff are trained to notice changes in children's behaviour which might indicate that something is worrying them. Sometimes, where a child's needs are complex and/or there are a number of professionals involved in supporting a child or their family, we might set up an "Early Support Plan" (for long term needs) or use the "Common Assessment Framework" (for shorter term needs). These systems ensure that support is regularly reviewed and that agreed actions are completed. They also mean that professionals and parents/carers and children meet together at a single regular meeting, avoiding the need for many meetings and the duplication of information.

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

All children receive regular feedback about their work and learning. This may be in the form of written marking or happen verbally. We aim to give children opportunities to respond to this feedback and to improve their work. In addition to this day to day feedback, children and their parents/carers are offered a termly consultation with the class teacher. This takes the form of a "structured conversation" which means that there is time for teachers to listen to you as well as you listening to them. During this conversation, progress and previous targets are reviewed and new targets are set.

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

During termly "structured conversations" there is time to discuss what you can do to support your child's learning. We also run workshops for parents and carers. These cover areas such as mathematics, reading, computing and internet safety.

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

At Polruan School we use an approach called "Thrive" which supports all children with their emotional health, well-being and social skills. A number of staff members are specially trained "Thrive Practitioners" and all staff are trained in the approach. Thrive helps children to recognise and manage their feelings and emotions and the approach helps teachers to identify any children who might need extra support. With parents' permission, teachers conduct an assessment and an action plan is drawn up and shared with you. This support usually takes the form of regular, one-

one, therapeutic sessions where a child can build a trusting relationship with an adult in school.

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

Your child's safety is of paramount importance. All staff receive regular training in health and safety, safeguarding and first aid. An appropriate level of adult supervision is maintained at all times, whilst allowing children to develop independence and responsibility. Risk assessments are always conducted for trips and other unusual events and safe-working procedures are shared with everyone who is involved. Children are given lessons about stranger danger, internet safety and keeping safe near roads and water.

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

Where an activity or trip is provided for a given age-group, it is expected that all children will be included. Special arrangements are made according to need. For example, recently when a child had difficulty travelling on a coach for swimming, his parent was able to accompany him until he became accustomed to the journey.

11. How accessible is the school environment?

Unfortunately, due to the nature of our very old building, there is currently no inside wheelchair access between the upper and lower levels. The upper level is fully accessible from St Saviour's Hill and the lower level can be accessed via School Lane.

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

Because Polruan is such a small school, there are only a few transition points as children do not change class every year. Pre-School children are able to join Canute Class every afternoon during the year before they join reception so most children are familiar with the school when they officially start in September. Meetings are held for parents of children with special needs so that we can ensure that the right provision is in place before a child joins us.

Because Polruan is a small, close-knit school, children quickly get to know all of the adults who work in the school as

well as those in their own class. This helps to ease the transition between our two classes. We also hold plenty of transition visit during the summer term when children and their next teacher get to know one another.

Most Year 6 pupils move on to Fowey River Academy for their secondary education. They have many opportunities to visit F.R.A. for a variety of activities throughout key stage two including a number of special transition visits. The Fowey Academy SENCo meets with the Year 6 teacher and the Polruan SENCo to ensure that the secondary school fully understands the needs of the pupils who will be transferring to them.

A review is held during the autumn term of Year 6 for pupils with a Statement of Special Educational Need or an Education Health and Care Plan. A representative from their chosen secondary provision is invited to this review or to another meeting so that affective transition arrangements can be planned. Often children with SEND have extra transition visits during the summer term. Some children complete a transition workbook during their last term in primary school. This helps to alleviate any anxieties.

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

If a child has a statement of S.E.N. or an Education, Health and Care Plan, resources will be allocated to ensure that the provision outlined in the statement/plan can be met.

Each year, when setting the school's budget, the level of need within each class is considered and resources are allocated accordingly.

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

In the first instance, decisions are made according to what is stipulated in a statement or E.H.C. plan. Where a child has a special need but no statement or plan, the type and level of support will depend on the individual needs of the child. Wherever possible, needs will be met through "universal provision" i.e. through support and resources readily available in the classroom to anyone who needs them. This includes high quality first teaching from the class teacher. Where extra support is needed through withdrawal from the classroom e.g. for extra reading tuition or emotional well-being support this is allocated on a priority basis. We will always endeavour to allocate our resources to meet children's needs as fairly as possible.

15. Who can I contact for further information?

Please contact our SENCo for further information. The details are below.

Name of the Special Educational Needs/Disabilities Coordinator: Stella MacDonald

**Contact details: Polruan School: 01726 870402
Pelynt School: 01503 220262**

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 
At Polruan School we actively seek the views and feelings of all pupils through: <ul style="list-style-type: none"> informal discussion termly consultations with parent/carer, child and teacher school council 	Children with special educational needs and disabilities are encouraged to take part in all forms of consultation and are well-represented in all school groups.	Teachers and Teaching Assistants regularly ask children how they feel about the support they receive in school. Their views are considered seriously and acted upon wherever possible.

<ul style="list-style-type: none"> • questionnaires • pupil conferencing 		<p>Children’s own voice is sought and heard during “Team Around the Child” meetings through direct involvement or advocacy, using age appropriate language and formats.</p>
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2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The staff at Polruan School believe that the best outcomes for children are achieved through strong partnership with parents and carers. We aim to achieve this through:</p> <ul style="list-style-type: none"> • termly parent-child-teacher consultation meetings for every pupil. These take the form of a “structured conversation” where progress and targets are reviewed and information 	<ul style="list-style-type: none"> • When necessary, for example if a child’s special needs support needs to be reviewed, teachers allocate longer time slots for these parent consultation meetings. In this way, we make sure that there is plenty of time to share important information and no one should feel rushed. • Information in the form of posters and leaflets about services which 	<ul style="list-style-type: none"> • Team Around the Child (TAC) meetings and SEN reviews are held at times convenient to parents and carers. Parents’ views are sought, listened to, recorded and acted upon throughout the TAC process, in order to secure the best possible outcomes for children. • When outside professionals come into school to observe or work with

<p>is shared</p> <ul style="list-style-type: none"> • informal after-school chats. Parents and carers are also welcome to come in at any time to make an appointment for a more detailed discussion • our school website which provides information on all aspects of the school • weekly class newsletters which explain what children are currently learning and give important class messages • invitations to school events like assemblies, performances, fund raisers, learning workshops and many more. • A “parent voice” group which meets regularly with the headteacher and members of the leadership team to feed back parent views on school policies, events etc. • An active PSA which helps with fundraising and supports various school events 	<p>may be of interest to parents/carers of children with SEND is displayed on the notice board near the school office.</p>	<p>individual children, parents are either invited to meet with them on the day or to discuss and share any reports at a later date.</p>
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<p>At Polruan School we follow the “Inspire” curriculum. This is “an integrated thematic curriculum which links to the wider world of work, life-skills and learning outside the classroom.”</p> <p>In addition, each class holds a daily “target challenge” session when every pupil works on their individual next step in learning either independently or supported by an adult. Activities are many and varied, for example phonics catch-up, times-tables practice, handwriting, responding to teacher’s marking, typing skills, developing reading stamina and so on.</p>	<p>As well as the individualised skills sessions provided for all children (see left), where children need further support they may take part in “intervention” groups. These are arranged as the need arises and include schemes such as:</p> <ul style="list-style-type: none"> • Code Breakers • Mathletics • Fun Fit • Top to Toe <p>All interventions are recorded and monitored for quality and impact. Interventions are changed if they do not have the desired impact.</p>	<p>In some cases children benefit from more intensive intervention on a one-to-one basis. Often these interventions take the form of a tailor-made package to suit the individual needs of the child and may be drawn up with the support of an outside professional such as an educational psychologist, speech therapist or dyslexia adviser. Wherever possible, children are taught strategies which they can use in the classroom to function independently, without having to rely on adult support. For example, they might learn to use speech to text software to avoid reliance on an adult scribe.</p>

4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Polruan School holds the “Inclusive Dyslexia Friendly School” award. This means that all teaching is clearly differentiated to meet the needs of all</p>	<p>Where children need focussed support with an aspect of their learning, the teacher or teaching assistant will work closely with a small group of children</p>	<p>When children need intensive adult support in school, teachers and teaching assistants put systems and strategies in place to enable children to</p>

<p>children including those whose literacy skills may be developing more gradually. Activities are multi-sensory, that is children are able to learn in a style which suits them whether that be through watching, listening, doing or a combination of these and many other methods.</p> <p>All pupils' work is clearly marked according to the school's marking policy and verbal feedback is given when appropriate. Children are given regular opportunities to respond to their marking.</p> <p>Children are encouraged to record their learning in a variety of ways. This might be through model making, drama, music, dance, writing, drawing and using a computer.</p>	<p>who have similar needs. Often this happens within the classroom but sometimes groups may go to another quiet area to work.</p> <p>Teachers show this focussed support in their planning which is shared with teaching assistants.</p> <p>During tests and SATs, adult scribes and readers are provided for those children who need them and extra breaks are built in where necessary.</p>	<p>learn as independently as possible (see above). Teachers ensures that these children have regular input from the teacher as well as from teaching assistants.</p> <p>A variety of methods are used for individual teaching and learning. These include precision teaching, computer work, use of practical apparatus and lots of games.</p>
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>At Polruan School, we aim to give children a thirst for learning so that they</p>	<p>Some children have their own learning aids close to hand at all times. These</p>	<p>Occasionally children need the curriculum to be highly personalised in</p>

<p>can develop into independent learners able to respond to the ever changing demands of daily life.</p> <p>Classroom environments are designed to foster independence so children are able to access the resources they need without having to ask. Learning prompts and aids such as visual timetables, key word lists and practical apparatus are readily available so that children do not need to rely on adult help.</p> <p>Computers and iPads are found in every classroom enabling children to follow their own lines of enquiry and extend their learning independently.</p>	<p>might include coloured overlays, personalised word lists, highlighters, talking tins and computers/tablets. Teaching assistants focus on enabling children to work independently. For example, rather than writing for a child who has difficulties with fine motor control, he or she will ensure that the child is able to use a voice recorder or computer to record their ideas independently.</p>	<p>order for them to experience independence. At Polruan School we sometimes use the TEACCH approach. This uses visual signs and symbols and predictable routines which enable children to feel secure enough to complete tasks independently.</p>
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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> 
<p>Polruan School is a “Thrive” School. “Thrive” is an approach which supports children with their emotional health, well-being and social skills, all of which are needed for learning to take place. Each term teachers complete a</p>	<p>From time to time we set up groups to work on such matters as social skills, self-esteem and anger management. We use a number of schemes such as “FRIENDS”, “Socially Speking” and “Volcano in my Tummy”.</p>	<p>Sometimes children require more intensive support with their emotional development. With parents’ permission, teachers conduct a detailed “Thrive” assessment and an action plan is drawn up to support the</p>

<p>questionnaire about the children in their class and identify any children who would benefit from a more detailed assessment.</p> <p>Each week, classes have a social skills theme dependent on the current needs of the class. For example, the weekly focus might be teamwork, managing disagreement or coping with change. The School Nurse makes termly drop-in visits when parents can discuss any health concerns.</p>		<p>child. This support usually takes the form of regular, one-one, therapeutic sessions where a child can build a trusting relationship with an adult in school.</p>
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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> 
<p>During teaching time, children are given opportunities to work within a variety of different groupings. Sometimes groups are organised according to level, age or friendships, at other times they might be mixed-age and mixed-ability. As a dyslexia friendly school we always make sure that children are taught</p>	<p>As mentioned above, social skills groups are set up as and when required.</p>	<p>When children find social interaction particularly difficult, special areas are set up at break times where a very small group of children can be together in a quieter environment with adult support as needed. As mentioned above, individual children may have a “Thrive Plan”</p>

<p>according to their intellectual ability and not their literacy level.</p> <p>At break and lunch times, key stage two children use the upper playground and key stage one use the lower playground. Older children are encouraged to look out for the younger ones and each year a group of “Playground Pals” is appointed to help resolve friendship issues and encourage sharing and so on.</p>		<p>which they work on with a trusted adult in order to develop social skills.</p>
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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> 
<p>Pupils feel safe at Polruan School. They report that bullying is minimal and dealt with effectively.</p> <p>The Head Teacher and Assistant Head are both designated child protection officers. All staff receive regular safeguarding training. All staff are trained in First Aid.</p>	<p>Tables and chairs are available in a variety of sizes.</p> <p>There is an accessible toilet on site.</p> <p>Non-white, dyslexia-friendly paper is used throughout the school. Dyslexia friendly fonts and uncluttered backgrounds are used for signs and notices.</p>	<p>Staff are aware of children’s individual needs and adapt the environment accordingly. For example, a child with a visual impairment sits in full view of the teacher.</p> <p>Unfortunately, due to the nature of our very old building, there is</p>

<p>The learning environment is positive and uplifting with many learning prompts on the walls and ready access to learning resources.</p>	<p>Named adults are “teamteach” trained.</p>	<p>currently no inside wheelchair access between the upper and lower levels. The upper level is fully accessible from the road and has an accessible toilet.</p>
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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> 
<p>Because there is no separate Pre-School in Polruan we offer all children the opportunity to join Canute Class during the afternoons throughout the year before they join in reception. All new reception children are invited for plenty of morning, afternoon and full day visits to the school during the summer term before they start school in September.</p> <p>Because Polruan is such a small, close-knit school, children quickly get to know all of the adults who work in the different</p>	<p>Teachers are always available to discuss any concerns parents may have when their child moves to a new class or school. These matters can be talked through and a plan put into place to ensure the transition goes as smoothly as possible.</p>	<p>A review is held during the autumn term of Year 6 for pupils with a Statement of Special Educational Need or an Education Health and Care Plan. A representative from their chosen secondary provision is invited to this review or to another meeting so that affective transition arrangements can be planned. Often children with SEND have extra transition visits during the summer term.</p>

<p>classes. This helps enormously when children move from the key stage 1 class into key stage 2..</p> <p>Most Year 6 pupils move on to Fowey River Academy for their secondary education. They have many opportunities to visit F.R.A. for a variety of activities throughout key stage two including a number of special transition visits.</p>		<p>Some children complete a transition workbook during their last term in primary school to help ease any anxieties.</p>
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>All teaching and support staff at Polruan School regularly take part in training sessions to extend their knowledge and understanding of working with children with Special Educational Needs. This includes sessions on the SEN Code of Practice, “dyslexia friendly” teaching and the Thrive Approach. Induction sessions are held for new members of staff.</p> <p>Our SENCo holds the National Award for SENCo’s certificate and a post-graduate certificate in working with children with</p>	<p>Teaching and support staff at Polruan School receive training in particular areas of SEN where this will benefit and enhance their work with particular children. For example, they may receive training in the use of visual aids for children with autism, in behaviour management strategies, or in the use of particular interventions such as “precision teaching”. This type of training can be led by the school SENCo or by outside</p>	<p>Advice and training is sought from outside professionals in order to meet the particular needs of some children, for example where they might have a physical difficulty or a visual impairment.</p>

<p>literacy difficulties. Three members of staff are licensed Thrive practitioners (see sections 6 and 7 above).</p>	<p>professionals.</p>	
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11. Services and organisations we work with:

Service/organisation	What they do in brief	Contact details
<p>Educational Psychologist</p> <p>Our “E.P.” is called Rachael Blackie.</p>	<p>With parent/carer permission, our educational psychologist might visit school to observe and meet an individual child and their parent/carer if the child is not making the expected amount of progress and teachers and SENCo need additional advice and support.</p>	<p>Senior Educational Psychologist 314 Sedgemoor Centre, Priory Road, St Austell, Cornwall PL25 5ABP</p> <p>Tel: 01872 323022 <u>Email Mid Educational Psychology</u></p>
<p>Speech and Language Team</p> <p>Our Speech and Language Therapist is Kate Purse.</p>	<p>Often the SALT team will have been involved with a child before they start school or we might ask your permission to contact them if feel your child’s speech or language is not developing as it should. The SALT</p>	<p>Telephone: 01208 834488</p> <p>Email: <u>cpn-tr.enquirslt@nhs.net</u></p>

	team visits regularly to check on progress and provides school with a programme of activities to help your child.	
School Nurse Our School Nurse is Olivia Ray.	The School Nurse provides advice and support with matters such as asthma, diabetes, epilepsy, healthy eating and dental hygiene. We are able to help you contact the School Nurse Team if you have any health concerns about your child, for example sleep problems or bed wetting.	
Autistic Spectrum Team We are supported by Vanessa Sumner.	When children have a diagnosis of Autistic Spectrum Condition the Team is able to support school with classroom routines, resources, training and so on.	
Behaviour support team Team Our Behaviour Support Worker is Suzanne Richards. Our Behaviour Adviser is Kate Flynn.	We contact the Behaviour Support Team when we need expert advice to help children manage their emotions and consequent behaviour. They are able to suggest specific strategies to use alongside those we already have in school.	
We also access support from the: Hearing Service Vision Service Physical Support Service	These professionals help us ensure good provision for children who may have hearing, vision or physical impairments. They can advise and give training on equipment, teaching techniques and so on.	

12. Pupil progress

Every teacher takes full responsibility for the progress of **every** child in their class. This includes those with special educational needs, for whom teachers are given support and advice from our SENDCo and other professionals. Each teacher creates a “class action plan” which shows the attainment and progress of every child in their class. If any children are not making the progress they should, the plan details how the teacher will address this, for example through specific teaching techniques, or extra support or resources. Teachers review and adjust this plan on a three-weekly basis to ensure children make the best progress possible. Every term, each teacher meets with the Headteacher and SENDCo to monitor progress more formally and to suggest further ideas to promote children’s progress. Every term, teachers meet formally with each child and their parent or carer. This meeting takes the form of a “structured conversation” which is much more than a traditional parents’ evening where the parent mainly sits and listens to the teacher. Structured conversations give parents, carers and children plenty of time to explain how they feel about the child’s learning and to address any worries or concerns. Previous targets are reviewed and new ones set and wider topics are also discussed, such as access to school clubs, attendance and any other matters which may impact on learning.

13. How we know how good our SEN provision is

Everything we do for children with S.E.N. is carefully monitored. As explained above, teachers are responsible for the S.E.N. provision in their own class and ensure it is working effectively by reviewing children’s progress every three weeks and adjusting their teaching according to children’s needs.

In addition, every child’s progress is recorded and tracked to give a wider picture of progress across their school career. This means that long-term outcomes can be predicted and teaching can be adjusted to achieve the best possible outcomes.

Senior Leader and Governors closely monitor the overall data on children’s progress. In this way, any patterns or trends can be identified and leaders are able to act strategically to address any issues.

Senior Leaders also conduct “Learning Walks” and observations around the school. This includes monitoring of the provision for children with S.E.N. both within the classroom and during extra interventions. Leaders are looking to ensure that **every** child is making progress during every lesson.

14. If you wish to complain

We hope that parents and carers will be happy with our S.E.N. provision and that any concerns can be addressed quickly through informal channels. However, should it be necessary to make a formal complaint about our S.E.N. provision, then our usual complaints procedure should be followed. If you require our Complaints Policy it can be found under the Information for Parents tab – School Policies.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>