Heamoor Primary School

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

The information in our Local Offer is here to help parents of a child with SEND see what is available in terms of SEND provision in our school. We know parents want their children to be happy and be given every opportunity to make the best possible progress. Everyone at Heamoor Primary School is committed to this same goal.

Early identification of need indicates a child needs support that is different and additional to the other children of the same age

Everyone works together to put a plan in place to ensure the child can access their learning and make good progress

The plan is reviewed and changed if necessary to ensure the child is happy, has opportunity to make friends and is making good progress

Head	SENDCO	Learning Mentor
Mrs Jodie Flynn	Mrs Lesley Osborne	Mrs Brigitte Barr

Our core offer to all children is to provide high quality inclusive teaching which means:

High expectations for all pupils.
An environment and resources to promote independent learning.
Well planned lessons with differentiated learning objectives and success criteria as required.
Reasonable adjustments and well planned SEND provision in class.
A range of effective teaching strategies.
Effective challenge by use of varied pitch and pace.
Good modelling by adults.
High level questioning.
High levels of engagement.
Opportunity for individual and group discussion.
Opportunity for pupils to work independently and collaboratively.
Effective feedback to move pupils on in their learning.
Encouragement and praise to engage and motivate pupils.
Self and peer assessment opportunities.
Well trained additional adults who are effectively deployed.



We are a fully inclusive setting with adjustments made depending on need. We provide a supportive environment making available the appropriate resources and accessing any required specialist equipment to ensure all children can access the curriculum. We use our best endeavours, making reasonable adjustments, to ensure all children with disabilities can be included in all aspects of school life including school visits and residential trips.

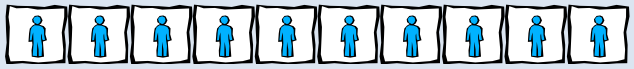
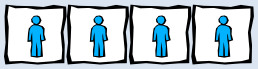
All parents are encouraged to work in partnership with the school. Parents of a child with SEND will have opportunity to work closely with the school's SENDCO, school staff and outside agencies.

When the needs of a child cannot be reasonably provided for from within the resources normally available to school, an Education, Health and Care assessment can be requested from the local authority. Education Health and Care Plans (EHCP) will be based on co-ordinated assessment and planning which puts the child and their parents at the centre of decision making. The SENDCO will support the child and family through this process.

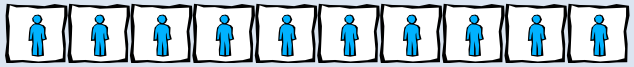
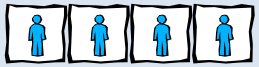
The Governing Body of the school have a legal duty to publish information on the website about the policy for pupils with SEND. This is updated annually.

The levels of support and provision offered by our school

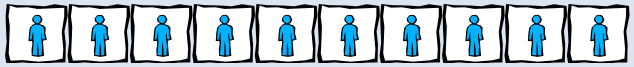
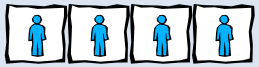
1. Listening to and responding to children and young people

Whole school approaches The universal offer to to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all students are valued. • An annual questionnaire is completed by all pupils. • Student voice is heard through the School Council and pupil conferencing. • Regular Circle Time/ PSHE activities are planned across all classes. • All children have access to talk time through the Learning Mentor post-it system.	• Students with SEND are included and valued. • Through small group and 1-1 consultation, opportunities are given to encourage all students to contribute.	• Student voice is an integral part of SEND reviews and all other meetings. • Opportunity to revisit events with trusted adult/mentor is made available. • An advocate will be made available for those children with complex and/or care needs. • Assisted technology and communication systems are available as appropriate to ensure children with communication needs can be heard.

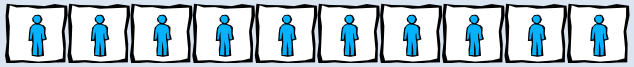
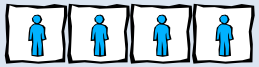
2. Partnership with parents and Carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All parents and carers are actively encouraged to work in partnership with our school. • There are events throughout the year when families are invited to come to school and join in celebrating the children's achievements. • Parent consultation meetings are held in terms 1 & 2 and a written report is sent annually with opportunity to meet with the teacher on request. • Home school reading diaries provide a vehicle for daily communication. • Class Dojo (and Tapestry in EYFS) provides a forum to share information between school and home. • Parents are encouraged to speak to the class teacher initially but will be directed to other significant members of staff should the need arise. • Information sessions such as E-Safety /spelling/maths strategies and helping your child to read are planned across the school.	• Individualised home school communication books can be created. • Families are encouraged to attend information sessions relevant to parenting skills, supporting children with homework etc. • Our Early Help Link Family Worker will respond by telephone for an informal chat if a parent requests this.	• 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 other 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/Early Help Hub. • The school will work with parents/carers to make appropriate referrals. • Parent/Carers are supported by the school SENDCO if an assessment by the Local Authority is undertaken.

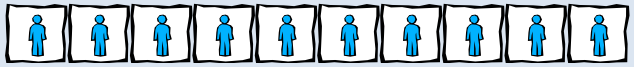
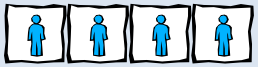
3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The curriculum is designed to ensure all children can be included. • 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 and raise aspiration. • Barriers to achievement are identified early to allow effective provision to be put in place. • Intervention tracking monitors the progress of all children.	• Children access curriculum enrichment opportunities. • Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children. • Intervention tracking monitors the progress of those children at risk of making less than expected progress and interventions are planned for in response. Small group intervention includes: ▪ phonics ▪ reading comprehension ▪ spelling ▪ numeracy ▪ fine motor skills/handwriting ▪ speech and language ▪ social communication ▪ keyboard skills ▪ Trauma Informed Schools and Nurture Group ▪ SHINE Interventions in KS2	• 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. • Children's interests and strengths are used to encourage engagement in their learning. • In exceptional circumstances children can be disapplied from some aspects of the curriculum. This must be agreed by all involved. • Additional adults are deployed as necessary to ensure inclusion. • Alternative provision is considered if necessary and accessed in agreement with Parents/Carers and other professionals. • Reduced timetables are considered if necessary and accessed in agreement with Parents/Carers and other professionals.

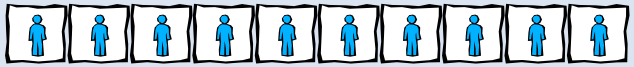
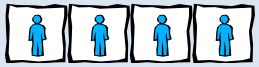
4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Lessons are well planned with differentiated learning objectives and success criteria. • Needs led, in-class TA support is available across the school. • Access to visual aids is available across the school. • Use of writing frames and other resources and prompts support learning.. • Access to ICT is made available as appropriate. • High level questioning is used. • Effective feedback face to face and through marking. • Preferred learning styles are catered for. • Alternative ways of recording are used. • Effective challenge is given by use of varied pitch and pace.	• Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately. • In-class targeted adult support is available as required. • Access to needs led small group intervention for reinforcement of concepts requiring overlearning and/or pre-teaching of new concepts. This is provided weekly by the teacher who is released from class to do this. • 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, Clicker etc. • Flexible seating and break out spaces in the classroom. • Access to Homework Club. • Test concessions as appropriate.	• One to one support for those children who require intensive supervision to ensure they make progress with their learning. • Personalised visual aids, break out space and sensory diet. • Personalised and highly differentiated work is provided to enable independent learning. • Advice from specialist teachers or outside agencies is sought as appropriate. eg Educational Psychologist/Specialist or Alternative Provision. • Individual targeted teaching following a specific programme. • Test concessions. • Specific training is made available for staff as needed.

5. Self-help skills and independence

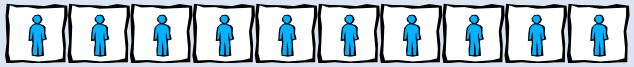
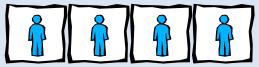
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• High expectations for all pupils. • Provision of suitable environment and resources to promote independent learning. • Good modelling by adults and peers. • Opportunity for pupils to work independently and collaboratively. • Self and peer assessment. • Sensitive tracking by additional adults in class.	• Needs led adult support. • Visual prompts to encourage independent self- help skills. • Personalised equipment. • Nurture Group and access to the Learning Mentor as needed. • Social Communication skills groups and 1-1 support	• 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 as needed. • Necessary adaptations to environment will be made. • Personalised task boards /timetables etc. • Personalised visuals eg: timers, traffic lights etc. • Social Communication skills groups and 1-1 support. • Individual Care Plans respecting the child's privacy are put in place as needed. • Accessible toilet facilities are available including an appropriate changing table. • Ramps are available to give access to all areas of the school.

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 
• Safeguarding of children is a priority. All staff are trained in the use of the electronic My Concern system and know how to report concerns to the safeguarding team. • Tier 3 safeguarding training has been undertaken by the Designated Safeguarding Lead (Headteacher) and Deputy Designated Safeguarding Leads (Assistant Headteachers.) • All other staff have Tier 2 Safeguarding training which is reviewed annually. • The Single Central Record is kept up to date and reviewed regularly. • All staff have accessed Prevent training • All children access PSHE lessons and know that they can talk to staff if they have something that they are worried about. • Peer support is encouraged. • All necessary risk assessments are in place. • Safeguarding information with photographs of the safeguarding team is clearly displayed in school and on the website.	• Action is taken to ensure children can access relevant opportunities for curriculum enrichment. • Learning Mentor is available for paired and small group activities • Nurture Group and access to the Learning Mentor as needed. • School Nursing Team is available for advice and support for families and school. • Support for families available through Family Information Service (FIS) and Early Help Hub. • Early Help Link Family Worker is available on the telephone as needed. • Manners Club is provided each lunchtime as needed to allow reflection time (through comic strip conversations) when there has been unwanted behaviour in the social areas of the school.	• Our school works closely with a range of outside agencies and contributes to TACS, Child Protection meetings etc. • We will provide access to specialist support from agencies eg: Penhaligon's Friends for Bereavement and Loss Counselling. • Students with specific medical conditions have Individual Health Care Plans • Our Learning Mentor is available for individual support such as Draw and Talk/Lego Club etc. • Meet and Greet is available as needed. • Accessible toilet facilities are available including shower and an appropriate changing table. • A Counsellor from CHALK is employed to support those children with the most significant emotional needs.

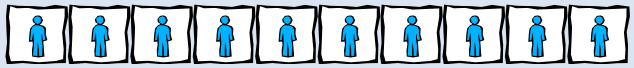
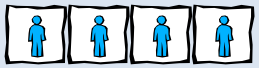
• Supply staff and other visitors are given a safeguarding leaflet on arrival and must sign to say that they have read it and understand procedures. • E Safety training is reviewed regularly and an E Safety week is run annually for all children .at the appropriate level. • Our school promotes healthy lifestyle living through healthy food/snacks, physical activity and through the curriculum. • Students have access to extensive outside space.		

7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Opportunities for children to mix across all age ranges. • Opportunity for individual and group discussion. • All reasonable endeavours are taken to ensure all children can access visits and residential trips. • Children are given a sense of place in school as part of a class and house. • The School Council enables children of different year groups to work collaboratively for the development of the school. • Our school works in partnerships with other schools with collaborative learning including local Secondary Schools and Specialist/Alternative provision. • Our mini-bus facilitates access for all children. • Breakfast Club is available to all. • Development of the lunchtime experience is enabling social opportunities around eating together.	• Small group activities such as Circle time/social skills group are part of all class' curriculum. • Breakfast Club is funded for vulnerable families. • Nurture Group is available for targeted children.	• Individual adult support is provided to encourage and mediate collaborative activities. • Individual support and/or specific arrangements is given to enable inclusion in clubs. • Social Scripts are used with individual children to promote social skills. • Lego Club is available to support social interaction skills. *

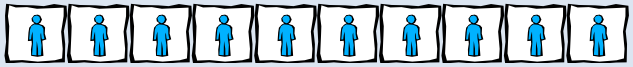
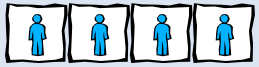
• Class Dojo is used by all classteachers as a messaging service to parents and to share success through Dojo awards in real time throughout the day. • The School's website, newsletter and facebook page is used to share success and maintain good lines of communication.		

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 
• Provision of a safe environment where bullying is absolutely minimal and, if it arises, is dealt with quickly and effectively • There is a named Designated Safeguarding Lead and 2 Deputy Designated Safeguarding Leads. • There is a named Health and Safety Governor who undertakes regular audits and checks. • Access is possible to all areas of the school both inside and outside.. • Our school provides a positive, child friendly learning environment with excellent outdoor space. There are plans for further development to include equipment and play resources. • We put emphasis on rewarding good behaviour	• Access to quiet spaces both inside and outside. • Alternative arrangements for unstructured times eg: lunch times. • Manners Club provided each lunchtime as needed to allow reflection time (through comic strip conversations) when there has been unwanted behaviour in the social areas of the school.	• Specialist equipment to enable children to be independent can be made available as needed. • Advice followed from specialist teachers for children with sensory/physical needs. • Accessible toilet facility including shower and changing table is available. • Ramps are available to access all areas of the school.

with clear sanctions which are used consistently. • Provision of safety equipment and PPE as needed. • The whole school is fogged at the end of every day with an industrial disinfectant fogger.		

9. Transition from year to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• On site pre-school (Willows Educare) with comprehensive transition arrangements in place for entry into EYFS. • Home visits carried out for all new EYFS intake. (NB: This is subject to Covid restrictions) • Staggered start for all new EYFS intake. • Reduced timetables can be planned on transition as necessary. • Transition planning for all students from Year 6 into Year 7 with local secondary schools starting in the Autumn Term of Year 6. • Transfer of all records between classes and settings including soft data and staff insight. • Timetabled meetings for focussed conversation between class teachers at end of year. • In house transition days and visits by staff are planned in the Summer term.	• Small group enhanced transition including extra visits to class and meetings with new teachers. • Transition passports in place for children as necessary to plan and prepare for moving through the school, from Nursery to EYFS and from Year 6 into secondary school.	• Individual and supported enhanced transition including extra visits with TA • Highly individualised communication passport including photographs etc. • Secondary school staff invited to year 5 and 6 annual review. • Parents/ Carers offered advice and support ahead of application to secondary school.

Services and organisations that we work with:

Service/Organisation	What they do in brief	Contact details	
Speech and Language Therapy	Therapist available to undertake assessment and monitor usually termly, provide resources and training and contribute to reviews. Specific programmes of intervention delivered by therapist or assistant as needed.	**Early Help Hub** Tel. 01872 322277	
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 571090	**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. Our named Educational Psychologist is Lucy Yeomans.	**Psychology Service** 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 e.g. use of Epi -pens.	**Early Help Hub** Tel. 01872 322277	
Physical Disabilities Team	Advisor available to offer advice, provide specialist equipment and support with training and contribute to reviews.	**Physical Disabilities Team** Old Cowlas Mill Penhallick Redruth TR15 3YR 01209 616962	

ASD Team	Advisor available for advice on supporting children with a diagnosis of Autism Spectrum Condition.	**One Stop Shop** St John's Hall Penzance 01736 336891
CAMHS	Specialist clinicians available to support schools and families with mental health needs.	**Partnership Services for Children, Young People and Families** Bolitho House, Laregan Hill, Penzance TR18 4NY 01736 571070
Educational Welfare Service	EWO available to support schools and families to ensure all children access their entitlement to an education	**Partnership Services for Children, Young People and Families** Bolitho House, Laregan Hill, Penzance TR18 4NY 01736 571090
Occupational Therapist/ Physiotherapist	OT and or Physiotherapy support with identification of Developmental Co-ordination Difficulties, sensory processing difficulties etc and with programmes of specific support, equipment, training and reviews.	**Child Health** Pendragon House Gloweth truro TR1 3XQ 01872 253880
Special Parenting	Advice for families, training and support.	**Early Help Hub** Tel. 01872 322277
Penhaligon's Friends	Advice and support for families experiencing loss or bereavement.	01209 718889