



## Pondhu's 'Local Offer' for Special Educational Needs and Disability (SEND)

Pondhu is a one form entry school in St Austell. We currently have 169 pupils on roll and plan to open a nursery in January 2025. Pondhu School prides itself on providing an inclusive environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Every child at Pondhu has the opportunity to follow all subjects in the primary curriculum and access all areas in the early years foundation stage, the planning and delivery of which is adapted by our talented teaching team.

All our children can enjoy and participate in a broad and exciting curriculum with additional extra-curricular activities such as educational visits, residential trips, and after-school clubs which are available to engage their interest and develop pupils' social, academic and physical skills.

Pondhu Primary School celebrates the diversity and individuality of all its children. Where our children may need additional support to overcome specific barriers to learning, Pondhu School employs a number of specialist staff with SEN training. Within this body of staff is a Speech and Language trained TA, a trained Autism Champion, an ELSA trained TA and an Operational SENDCo.




All classes are fully inclusive and support for children is determined by need and individual circumstances. We have high expectations for all of our children and aim to extend them fully. Throughout their time at Pondhu, children may receive varying levels of support for a wide range of reasons. The information in the table below outlines the provision that is available at Pondhu. Levels of support and provision will vary across time for individual children in response to individual needs.

Special Educational Needs Coordinator (SENDCo): Mrs Vicci Grainger  
vgrainger@pon.celtrust.org  
Head Teacher: Mrs Rachel Clift  
rclift@pon.celtrust.org




Cornwall's Local offer can be found at:  
[www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page](http://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page)

# The levels of support and provision offered by our school

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


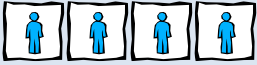

<b>Whole school approaches</b> <b>The universal offer to all children and Young People.</b> 	<b>Additional, targeted support and provision</b> 	<b>Specialist, individualised support and provision</b> 
<ul style="list-style-type: none"> <li>• Views of all children are listened to and valued</li> <li>• Opinions are voiced through pupil conferencing, questionnaires and school parliament</li> <li>• All pupils are involved in monitoring their progress towards their targets and this is enhanced by regular feedback, such-as self- marking opportunities.</li> <li>• The teachers and pastoral team are always available to listen and value pupils' experiences and views.</li> </ul>	<ul style="list-style-type: none"> <li>• All our Pupil Passports are written in accessible language, in consultation with parents/carers and pupils.</li> <li>• Pupils with SEND are included in all consultation groups.</li> <li>• Staff are skilled in listening to and supporting children in the sharing of their ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual pupils are encouraged to voice their views through their Annual Reviews and also through the TAC (Team Around the Child) process.</li> <li>• SEND support plans and Pupil Passports are reviewed with the children identifying areas for support and strength.</li> <li>• Pupils are invited to attend the EHCP reviews.</li> </ul>

## 2. Partnership with parents and carers

<b>Whole school approaches</b> <b>The universal offer to all children and Young People.</b> 	<b>Additional, targeted support and provision</b> 	<b>Specialist, individualised support and provision</b> 




<ul style="list-style-type: none"> <li>• There is an 'open door' policy in place and staff are visible on the gates at the start and end of the school day.</li> <li>• We are committed to working in partnership with parents and carers.</li> <li>• We hold bi-annual parents evenings where parents can discuss their child with the teacher.</li> <li>• We issue termly reports to parents so they are well informed of their child's progress.</li> <li>• Our school website is current and a source of information for all parents and carers.</li> <li>• A Parent Support Advisor (PSA) is employed fulltime</li> <li>• Parents are kept informed of events and work undertaken via the weekly school newsletter and facebook page.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are informed and consulted if their child has some additional needs identified.</li> <li>• Parents and carers are informed when their child is placed on or removed from the RoN (Record of Need)</li> <li>• Parents of children on the RoN are invited to termly SEN Reviews.</li> <li>• Pupil Passports are discussed with and signed by parents / carers termly.</li> <li>• Mrs Grainger (SENDCo) is available to meet parents to discuss individual children's SEN.</li> <li>• The school runs a parent group for children with SCD needs</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to contribute to and attend all TAC (Team Around the Child) and EHCP Review meetings.</li> <li>• Support is available to discuss and explain paperwork.</li> <li>• Termly review meetings are held with parents to discuss their child's learning needs and progress.</li> <li>• Options are signposted and parents supported to access additional support, if specialist advice and support is needed, either at home or at school.</li> <li>• Home school communication books are provided for children when this is helpful.</li> <li>• Professional Advocacy for Parents is available if required through the parents for parent SENDIASS service</li> </ul>
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### 3. The curriculum

<b>Whole school approaches.</b> <b>The universal offer to all children and Young People.</b> 	<b>Additional, targeted support and provision</b> 	<b>Specialist, individualised support and provision</b> 
<ul style="list-style-type: none"> <li>• Pondhu School provides a broad and balanced curriculum designed to enable the inclusion of all pupils.</li> <li>• All pupils regardless of their ability and/or needs have full access to the curriculum.</li> <li>• All pupils have appropriate curriculum targets which are shared with parents regularly through parent consultations.</li> </ul>	<p>Assessments (including dyslexia screening tests) are used to identify pupils who need specific interventions.</p> <p>Pupils identified as requiring some additional support will be provided with targeted additional intervention support.</p>	<p>Pupils are supported in following the curriculum regardless of their SEND and/or disabilities in a variety of ways:</p> <ul style="list-style-type: none"> <li>○ Adult support as appropriate.</li> <li>○ Specialist equipment</li> </ul>




<ul style="list-style-type: none"> <li>• Lessons are carefully adapted to ensure each pupil is appropriately challenged.</li> <li>• All students are encouraged to develop independence in overcoming learning challenges such as using the 5 Bs (Brain, Board, Book, Buddy, Boss) and accessing resources.</li> <li>• Teachers and support staff work with all groups of children to ensure learning is appropriately supported, consolidated and deepened.</li> </ul>	<p>Small group intervention include:</p> <ul style="list-style-type: none"> <li>○ Maths</li> <li>○ English including RWI tutoring</li> <li>○ Speech and Language - NELI, Wellcomm</li> <li>○ ELSA / Wildtribe</li> <li>○ Memory interventions</li> </ul> <p>Adjustments are made in order to enable children to access assessment arrangements such as SATS these may include coloured backgrounds on paper, increased font sizes, movement breaks, access to a key board or scribe, access to a reader or additional time.</p>	<ul style="list-style-type: none"> <li>○ Advice from outside agencies on how to adapt the curriculum to best suit individuals with specific needs.</li> <li>• Meeting the needs of a pupil with an EHCP by implementing the provision outlined on the plan.</li> <li>• An individualised curriculum is planned for some pupils in some areas of the curriculum based on their specific needs.</li> <li>• A few children with multiple and complex needs may access 1:1 support.</li> <li>• If additional advice and strategies are needed to support a pupil, the SENDCo in agreement with parents/carers will work with outside agencies and teachers to ensure pupils' have every opportunity to fulfil their potential to achieve and be happy at school.</li> </ul>
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#### 4. Teaching and learning

<b>Whole school approaches</b> <b>The universal offer to all children and Young People.</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
 <ul style="list-style-type: none"> <li>• Lessons are carefully planned to ensure Quality First teaching is delivered to all pupils</li> <li>• Lessons are clearly adapted to cater for a range of abilities.</li> <li>• A range of learning styles are catered for</li> </ul>	 <p>Class teachers, teaching assistants and the SEND team share information to ensure that pupils with SEND have targeted support and provision.</p>	 <p>Personalised and highly differentiated support is provided enabling independent learning.</p> <ul style="list-style-type: none"> <li>• Targeted intervention is in place for pupils who need more intensive support, e.g. for those with physical disabilities, SEND,</li> </ul>

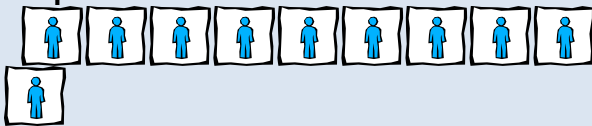


<ul style="list-style-type: none"> <li>● Learning Journey objectives are displayed and discussed</li> <li>● Effective and scaffolded questioning in all lessons</li> <li>● Pupils work is marked regularly following the school's marking policy, using effective feedback to move pupils on in their learning.</li> <li>● Opportunities for self-assessment and peer assessment</li> <li>● Every classroom has both English and Maths working walls, displaying information linked to current learning.</li> <li>● Data is used to track progress and identify pupils and groups who will benefit from additional support or intervention.</li> <li>● The school has an open door policy where all parents can raise any concerns.</li> <li>● Visual timetables are used in all rooms.</li> <li>● All children are encouraged to adopt a positive attitude to learning and independently access the resources they need to complete their work.</li> </ul>	<ul style="list-style-type: none"> <li>● Group /individual interventions are put in place to support a range of needs including: <ul style="list-style-type: none"> <li>○ Speech and Language programmes</li> <li>○ Reading</li> <li>○ Maths</li> <li>○ Phonological awareness</li> <li>○ Social Skills groups</li> <li>○ Fine motor skills</li> <li>○ SEMH interventions eg. ELSA, wildtribe</li> <li>○ Primary Mental Health Team support</li> <li>○ Cognition and learning</li> </ul> </li> <li>● Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> <li>○ Ensure understanding</li> <li>○ Facilitate learning</li> <li>○ Foster independence</li> </ul> </li> <li>● Groups / individuals may be identified for additional booster sessions based on the progress in learning</li> <li>● Pupil Passports are regularly reviewed with pupils and parents.</li> <li>● Pre-teaching of vocabulary may be used to support understanding or speech and language skills</li> <li>● Special examination arrangements are made for internal and external tests where appropriate (e.g. readers, scribes, extra time)</li> </ul>	<p>sensory difficulties, speech and language difficulties, specific learning difficulties etc.</p> <ul style="list-style-type: none"> <li>● Individualised support in English where a need is identified: <ul style="list-style-type: none"> <li>○ Phonological Awareness</li> <li>○ RWI</li> <li>○ English</li> </ul> </li> <li>● Individualised teaching strategies based on recommendations from outside agencies are implemented for pupils who need a more targeted and small steps approach. E.g., Precision Teaching</li> <li>● Advice is taken where appropriate from a range of outside agencies including: <ul style="list-style-type: none"> <li>○ Educational Psychology Service</li> <li>○ Cognition and Learning service</li> <li>○ Speech and Language service</li> <li>○ Autism Spectrum Team</li> <li>○ Visual and Auditory specialist</li> <li>○ Primary Mental Health Team</li> </ul> </li> <li>● SEND support plans are reviewed with targets and provision updated termly. These are shared with parents and pupils.</li> </ul>
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## 5. Self-help skills and independence

<p><b>Whole school approaches</b> The universal offer to all children and Young People.</p> 	<p><b>Additional, targeted support and provision</b></p> 	<p><b>Specialist, individualised support and provision</b></p> 
<ul style="list-style-type: none"> <li>• Children are taught throughout the school to take responsibility for entering into class, putting away their personal possessions, being caring towards others and to take care of their environment.</li> <li>• Classrooms are accessible and resources are clearly labelled and available.</li> <li>• Children are taught and encouraged to take responsibility for their own learning through strategies like the 5 Bs (Brain, board, book, buddy boss)</li> <li>• Adults model expectations and appropriate interaction to support learning of social skills.</li> <li>• Whole school rewards and behaviour policy support good behaviour for learning.</li> <li>• All children are given opportunities to work independently.</li> <li>• Each class has a range of resources available to encourage pupils to be self-reliant.</li> <li>• Each class has an English and Maths working wall.</li> <li>• Each class has a visual timetable.</li> <li>• Residential trips for Y3 – Y6.</li> <li>• Pupils are involved in self –assessment of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment is available to ensure self-help and independence are fostered through daily routines in school.</li> <li>• Targeted interventions are provided.</li> <li>• Phonics Mats, Tricky word Mats, Number Squares, Number lines are accessible to support learning.</li> <li>• Pupils have access to: visual timetables, task management boards, prompt cards etc.</li> <li>• Adults model play and supervise at play at unstructured times.</li> <li>• Social Stories are used if needed to support understanding</li> <li>• Social skills groups.</li> <li>• Draw and talk is available if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised visual timetables and task management boards.</li> <li>• Reasonable adjustments are made to ensure trips and visits can be accessible to all pupils.</li> <li>• Pupils have personalised equipment to help them to learn such as sensory seat pads, coloured overlays</li> </ul>

<ul style="list-style-type: none"> <li>• Regular PSHE lessons and teaching in response to events and school assemblies support the children’s social and moral development.</li> <li>• Intimate care plans (targets working towards independence) ensure children with additional physical needs are appropriately cared for.</li> <li>• Medical protocols ensure safe procedures.</li> <li>• Children are given responsibilities within class and school to develop their engagement with the school community and independence.</li> <li>• An emotions coaching approach to unwanted behaviours develops children’s ability to regulate their responses,</li> <li>• Children are taught about safe behaviours in a range of situations from road to online safety.</li> </ul>		
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## 6. Health, wellbeing and emotional support

<b>Whole school approaches</b> <b>The universal offer to all children and Young People.</b> 	<b>Additional, targeted support and provision</b> 	<b>Specialist, individualised support and provision</b> 
<ul style="list-style-type: none"> <li>• All staff receive regular safeguarding training and procedures and policies followed.</li> <li>• There is a positive learning environment with excellent staff role models.</li> </ul>	<ul style="list-style-type: none"> <li>• Chitter chatter club</li> <li>• Lunchtime 15:15:15 (15 minutes eating, 15 minutes independent play, 15 minutes guided play)</li> <li>• Wild Tribe (outdoor learning)</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA / Trauma in Schools intervention</li> <li>• Wide range of external professional services engaged in response to individual needs.</li> <li>• Primary Mental Health Team support</li> </ul>

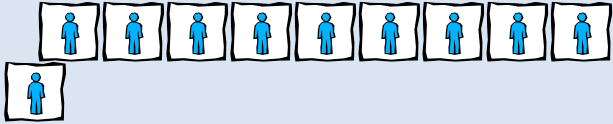
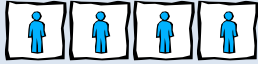

<ul style="list-style-type: none"> <li>• PSHE lessons focus on developing confidence and self-esteem.</li> <li>• CPOMS is used to record any concerns of a behaviour or safeguarding nature.</li> <li>• A number of staff are trained in first aid to ensure the safety of students.</li> <li>• After school clubs are available for KS1 and KS2.</li> <li>• Swimming lessons are provided for years 5 and 6 each year.</li> <li>• Risk assessments are undertaken for activities and trips involving pupils.</li> <li>• The school works cooperatively with a range of medical professionals such as Epilepsy Nurse, school nursing service, physical disabilities team to ensure that physical and medical needs are appropriately met.</li> <li>• Life skills programme for Year 6</li> <li>• Each class has a worry box for the children to access if they have a worry.</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories used to develop understanding when helpful</li> <li>• Anger management groups to develop understanding of how to regulate emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who find the school environment challenging will have individual co-regulation plans in place. Risk assessments are completed as part of this in instances of challenging behaviour.</li> <li>• TACs, Early support meetings and reviews are supported by a range of agencies including the school nurse</li> <li>• Additional support for pupils can be requested from a range of external agencies.</li> <li>• Pupils with specific medical conditions have individual health care plans</li> <li>• Adults supporting children with specific needs will access additional training in order for those needs to be safely met.</li> <li>• Support signposted to parents and parents helped to access outside agencies if this is helpful.</li> <li>• Some children may have resources which help reduce their anxiety and worry levels.</li> <li>• As needed additional support is requested from: <ul style="list-style-type: none"> <li>○ CAMHs (Children and Adolescent Mental Health Service)</li> <li>○ PMHT</li> <li>○ Penhaligon's Friends</li> <li>○ Community Nurses</li> <li>○ School Nurses</li> <li>○ CLEAR</li> <li>○ Social Care</li> </ul> </li> </ul>
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## 7. Social interaction opportunities




<b>Whole school approaches</b> <b>The universal offer to all children and Young People.</b> 	<b>Additional, targeted support and provision</b> 	<b>Specialist, individualised support and provision</b> 
<ul style="list-style-type: none"> <li>• All children attend whole school trips/visits and shared experiences.</li> <li>• All children have the opportunity to attend residential experiences from Year 3 to Year 6.</li> <li>• All children have the opportunity to attend and take part in whole school events e.g. 'school fair'.</li> <li>• All pupils have opportunities for social interaction regardless of need.</li> <li>• All pupils are part of a class with named class teacher/s</li> <li>• Opportunities to represent the school at outside events involving sports and community events e.g. Fowey festival, speech festival</li> <li>• All pupils in KS1 and KS2 have opportunities to attend a range of extra-curricular clubs.</li> <li>• Adults leading play during lunchtimes</li> <li>• School Parliament meet with classes on a termly basis to capture their views and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories and social skills groups for targeted pupils.</li> <li>• Lunchtime 15:15:15 (15 minutes eating, 15 minutes independent play, 15 minutes guided play)</li> <li>• Playleaders are in place to encourage positive social interaction during playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA/Trauma in Schools intervention</li> <li>• Specialist referrals made as necessary e.g. ASD team, SaLT.</li> <li>• Use of social stories to support children who may be finding appropriate social interaction challenging.</li> <li>• The school has an Autism Champion to support children with social and communication needs.</li> </ul>

## 8. The physical environment (accessibility, safety and positive learning environment).

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<ul style="list-style-type: none"> <li>• Accessibility plan is in place and is revised regularly.</li> <li>• All areas of the school are accessible to everyone including those pupils with SEND.</li> <li>• There is wheel chair access to classrooms and outside areas.</li> <li>• There is a disabled toilet on site.</li> <li>• Pupils feel safe and in an environment where bullying is not tolerated and any incidents are dealt with effectively.</li> <li>• There is a named Safe Guarding Lead: Emma Jolliff and deputy leads Rachel Clift, Vicci Grainger, Wendy Gorvett and Sarah Guest.</li> <li>• Teachers focus on rewarding desired behaviours to promote a positive environment.</li> <li>• The Behaviour policy is consistent across the trust with agreed rewards and sanctions.</li> <li>• Charters devised and agreed by all pupils for both class and playground behaviour at the beginning of each year.</li> <li>• School promotes a ready, respectful, safe learning environment.</li> <li>• Regular Health &amp; Safety checks</li> <li>• Every class has Working Walls, learning journeys, visual timetables and number lines etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of school staff hold a first aid qualification.</li> <li>• Food hygiene certificates held by all staff.</li> <li>• Quiet activities available to all children at break times.</li> <li>• Key staff are team teach or Price trained to confidently diffuse challenging behaviour in a calm, positive manner.</li> <li>• Sloping desk stands are available for table tops.</li> <li>• Various sensory resources available such as fidget toys and coloured reading rulers.</li> <li>• Quiet areas in class rooms are provided when needed.</li> <li>• Motor skills programmes and Fun-fit programme.</li> <li>• Some toilets are adapted by height.</li> <li>• A range of chair and table sizes are available.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled toilet and shower available with hand rails.</li> <li>• Assessments and modifications made as required.</li> <li>• PEEP (Personal Emergency Evacuation Plan) in place for individuals with additional mobility needs.</li> <li>• A range of specialist equipment is available for children with SEND to enable these children to be as independent as possible.</li> </ul>




<ul style="list-style-type: none"> <li>• Children are taught how to keep themselves safe in a range of situations from handling fireworks to online safety.</li> <li>• The individuality and uniqueness of all children is celebrated and recognised through reward assemblies and displays.</li> <li>• Bikeability</li> <li>• Swimming for Y5 and Y6 children</li> <li>• First Aiders always available</li> <li>• Appropriately sized tables, chairs and furniture for each class to give full access for pupils.</li> <li>• Range of furniture for children to sit on/ work on to meet their sensory needs.</li> </ul>		
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### 9. Transition from year to year and setting to setting

<b>Whole school approaches</b> <b>The universal offer to all children and Young People.</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
 <ul style="list-style-type: none"> <li>• We have strong links with a range of pre-school settings. School staff visit our feeder nurseries and preschools to observe children and discuss their needs</li> <li>• We have a meeting for new reception parents during the summer term. The children join us in the classroom for the morning with parents.</li> <li>• We have particularly close links with Penrice and Poltair our designated feeder schools.</li> </ul>	 <ul style="list-style-type: none"> <li>• Year 6 transition programmes in place for additional visits with feeder secondary schools.</li> <li>• Additional transition visits for small groups of children who are deemed to be more vulnerable during the transition period.</li> <li>• Additional arrangements are made for extra support e.g. transition booklets.</li> </ul>	 <ul style="list-style-type: none"> <li>• More additional visits.</li> <li>• Transition time for pupils with new TA's</li> <li>• Secondary staff attend statement/EHC plan annual reviews during the summer term.</li> <li>• SENDCo attends all annual EHC Plan reviews and supports smooth transitions between year groups.</li> </ul>

<ul style="list-style-type: none"> <li>• We liaise with Penrice, Poltair and Brannel throughout the year and children in KS2 visit for a variety of sessions across the curriculum.</li> <li>• Secondary staff visit pupils and staff early in the summer term to aid transition.</li> <li>• Pupils in year 6 attend their secondary school for transition activities and days.</li> <li>• Transition opportunities are provided in the summer term for children in the school to move to their new class and meet their new teacher.</li> <li>• All staff meet to discuss transition information from old to new teacher.</li> <li>• Parents Forum – opportunity to meet new teacher after 10 days.</li> </ul>		<ul style="list-style-type: none"> <li>• SENDCo observes children in previous educational establishments prior to transition (where possible)</li> <li>• Individual transition visits with support staff where needed.</li> <li>• Meetings with parents and colleagues from other settings.</li> <li>• SENDCo meets with the Secondary SENDCo prior to transition.</li> <li>• SENDCo meets children and parents prior to transition days where required.</li> </ul>
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**The SEND qualifications of and SEND training attended by our staff**

<b>Whole school approaches</b> <b>The universal offer to all children and YP</b> 	<b>Additional, targeted support and provision</b> 	<b>Specialist, individualised support and provision</b> 
<ul style="list-style-type: none"> <li>• SENDCo / Operational SENDCo and Parent Support Advisor are trained in Trauma Informed Schools</li> <li>• Safeguarding training – annually and monthly updates</li> <li>• Regular CPD for all staff across the curriculum.</li> <li>• Provision meetings between SENDCo and individual class teachers regularly to ensure appropriate provision.</li> <li>• Staff INSET days planned throughout the year.</li> <li>• CPD available for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• NELI training for early years support staff.</li> <li>• Team Teach / PRICE Training</li> <li>• Strategies for children working with visually impaired children</li> <li>• Autism Champion training</li> <li>• ELSA training</li> <li>• Wild Tribe training</li> <li>• Primary Mental Health Lead training</li> <li>• RWI tutoring training</li> <li>• Fresh start training</li> <li>• Precision teach training</li> <li>• Draw and talk training</li> <li>• Emotion coaching training</li> </ul>	<ul style="list-style-type: none"> <li>• Down syndrome training</li> <li>• Training to deliver individual physio therapy and OT programmes.</li> <li>• Speech &amp; language support on site – 2 members of staff ELKLAN trained</li> </ul>

<ul style="list-style-type: none"> <li>• RWI training for all teachers and support staff</li> <li>• Whole school Price training</li> </ul>	<ul style="list-style-type: none"> <li>• De-escalation training</li> <li>• Autism training including sensory integration</li> </ul>	
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## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Service (EPS)	Works with the SENDCo, class teachers and parents/carers to observe, assess and provide programmes of support for specific children.	Referrals through school Further information can be found on: <a href="http://www.supportincornwall.org.uk">www.supportincornwall.org.uk</a>
Speech and Language Therapy (SaLT)	Assesses and then works with a child in school on a targeted programme. This is then continued in school and at home.	Referrals can be made through the GP or school, please contact Mrs Grainger 01726 74550
Child & Adolescent Mental Health Service (CAMHS)	Offers support to children that have mental health needs.	Referrals can be made through school or your GP. Please contact Mrs Grainger 01726 74550 or your GP
BLOOM	This service promotes integrated care through a Professionals Consultation meeting to discuss children and young people with social, emotional and mental health needs, who may benefit from additional support from other organisations.	Referrals can be made through school or your GP. Please contact Mrs Grainger, 01726 74550 or your GP.
Family Support	<p>Family Support – can help you with...</p> <ul style="list-style-type: none"> <li>• Bedtime routines</li> <li>• Mealtime routines</li> <li>• Advice on getting ready for school</li> <li>• Understanding your child's behaviour and how to respond</li> </ul> <p>Point you in the right direction for housing, benefit and debt advice • Information about work or training</p>	Early Help Hub 01872 322277
Penhaligon Friends	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share	01209 210624

	their experiences, as well as practical resources for children and parents.	
Statutory SEND Service	Carry assessment for Education, Health and Care Plans (EHP), and review and monitor their implementation.	01872 324242
Mental Health Support Team (MHST)	Out allocated practitioner works pupils who benefit from low intensity mental health support, such as anxiety.	Referrals are made through school, please contact Mrs Guest, 01726 74550
Health visiting and School Nursing Team	Our school nurse can offer help, advice and support with a wide range of childhood issues e.g. eating, sleeping, bed wetting, toileting etc.	<a href="http://www.schoolnurseteamcornwall.org">www.schoolnurseteamcornwall.org</a> Referrals are made through school, please contact Mrs Grainger or Mrs Gorvett, 01726 74550
Autism Support Team (AST)	This team will provide support and advice concerning strategies to support children with a diagnosis of ASC.	Please discuss your concerns with Mrs Grainger or contact Mrs Hadley (Autism Champion) 01726 74550
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, coordination and sensory awareness.	Referrals are accepted from universal services, SENCOs and Health Care professionals. <a href="mailto:jane.jackson29@nhs.net">jane.jackson29@nhs.net</a>
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly.	Referrals are accepted from universal services, SENCOs and Health Care professionals. <a href="mailto:jane.jackson29@nhs.net">jane.jackson29@nhs.net</a>
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Referrals can be made through school. Please contact Mrs Grainger 01726 74550.
Hearing Support Service	Hearing support offer a range of services including specialist teachers for those with a hearing impairment, specialist teaching to use	Referrals can be made through school. Please contact Mrs Grainger 01726 74550.

	assistive technology, mobility and training, hearing assessments as well as advice on a range of subjects to do with children's hearing.	
Physical Disability and Medical Needs Advisory Service	Providing support to students with Physical Disabilities to ensure maximum access to the school curriculum. This involves cooperating with medical professionals to ensure good physical access through the provision of appropriate equipment; as well as using ICT to improve learning opportunities and to maximise independent recording.	Stephen Deacon, Advisory Teacher <a href="mailto:physicalandmedicalneeds@cornwall.gov.uk">physicalandmedicalneeds@cornwall.gov.uk</a> . 01726 223363
Early Years Inclusion Service	This team works with children aged 2-5 who have significant learning, physical, emotional or social needs	Referrals are made through school, please contact Mrs Grainger 01726 74550
Hearing Support Screening (Audiology)	This service provides in-school or clinic hearing screening to identify any potential hearing difficulties.	Referrals can be made through school or your GP. Please contact Mrs Grainger 01726 74550 or your GP
Social Workers	Work closely with school to support children with social care needs	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Cognition and Learning Team	<p>The service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with child with Specific Learning Difficulties (SpLD) including Dyslexia and those with Moderate (or general) Learning difficulties</p> <ul style="list-style-type: none"> <li>• Solution focussed work around the needs of individual children and young people. This may involve assessment and/or observation but mainly focuses on the resulting provision.</li> <li>• Support for SEND DCO's, class teachers and TA's in meeting the needs of individual children.</li> </ul>	Referrals are made through school, please contact Mrs Grainger 01726 74550

	Support for schools in ensuring the attainment gap narrows for children.	
Parent Support Advisor	A parent support advisor (PSA) provides a link between home and school which enables a child's wellbeing and promotes a positive attitude towards education.	Contact Mrs Gorvett at school on 01726 74550

## Answers to Frequently asked Questions

### **What should I do if I think my child may have special educational needs or need additional support?**

In the first instance you are advised to talk to your child's teacher. Please contact the office to make an appointment. You can also talk to the SENDCo, parent support advisor or a member of the senior management team. We are all committed to ensuring your child is happy and making good progress.

### **Who is responsible for the progress and success of my child in school?**

We believe that school and home working in partnership is the most effective way to ensure your child makes the most of the learning opportunities offered by Pondhu School. We ask that you support your child's homework by providing a suitable space for them to complete it. In school your class teacher has the day to day responsibility to ensure your child is making good progress. The teachers are supported by the SENDCo and external agencies when necessary.

### **How will the curriculum be matched to my child's needs?**

Your child's teacher will ensure the work is matched to your child's needs – this is called adaptation. It may be the work is slightly different; there may be additional resources available or support from teaching assistants.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

Our school is committed to working in partnership with parents to ensure the best outcomes for your child. We strongly encourage you to attend the parent's forum meetings, parents evenings and any other parents meetings which are curriculum based. You are welcome to make an appointment at any time to see your child's teacher to discuss their progress.

### **What support will there be for my child's overall wellbeing and safety?**

All staff and governors at Pondhu School are committed to ensuring your child is safe, happy and thriving during their time with us. If you have any concerns please see your child's class teacher, the SENDCo, parents support advisor or a member of the Senior Management Team.



There are class and playground charters in place that the children have designed and agreed themselves. There are numerous staff with first aid qualifications, food hygiene qualifications and staff specially trained in child protection. Please ensure you let us know if your child has any additional needs – medical, social or academic.

**How will my child be included in activities outside the classroom including school trips?**

Class visits and trips are an integral part of our curriculum and all children are expected to attend if that is the plan for their class that day. Longer residential trips are also very valuable but incur a cost which means they can be attended at parent's discretion. We will make all reasonable adjustments to accommodate children's needs. If, despite these measures, a child poses a threat to their own or other children's safety, the school reserves the right to refuse a place on a trip.

**Who can I contact for further information?**

In the first instance you are advised to contact your child's teacher. Other staff in school who would be happy to help are Mrs Grainger (SENDCo), Mrs Guest (Operational SENDCo), Wendy Gorvett (PSA) or a member of the senior management team.

**What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?**

Please talk to Mrs Grainger, SENDCo or Mrs Clift, Headteacher if you have any concerns.

**How is your Local Offer reviewed?**

The school offer will be reviewed annually following consultation with pupils, parents and staff.