



MOUNT CHARLES SCHOOL

HEADTEACHER – Mrs C Bunting

INCLUSION LEAD – Miss R Nile

Contact details: 01726 73911

Our School Offer for Special Educational Needs and Disability (SEND) 2021-2022

We are focused on supporting our children through an exciting, enriched primary experience. Our priority is to ensure that children are safe, happy and eager to come to school every day. We work together to ensure that children achieve academically but we also firmly believe in a rounded education that celebrates all children's strengths and achievements.

We offer an exciting curriculum designed to engage and enthuse our children. We recognise that all children are unique and aim to provide the opportunities for them to excel in areas where they have a special talent.




We have an inclusive ethos and are proud to have an Area Resource Base for children with educational and physical needs. We take pride in this specialist provision and the inclusion it provides is at the heart of our school.

We aim to ensure that children are equipped with the skills, knowledge and attitudes that will help them to succeed in life.

Links to other documents such as our SEND Policy, SEND Information Report, Equality and Diversity Policy and Accessibility Plan can be found on the SEND page of our website: <https://www.mount-charlessch.org/web/policies/242920>




The levels of support and provision offered by our school

1. Listening to and responding to pupils and young people




<p>Whole school approaches The universal offer to all pupils and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are sought and valued. • Through the school council the pupil voice is represented in all aspects of school. • Pupil conferencing is part of our monitoring process to explore pupils' views and opinions. • Weekly PSHE/ Jigsaw sessions. • Whole school assemblies focus on key areas of PSHE and re-iterate 'LEARN' ladder rules • Lots of opportunities for partner/group discussion in lessons. • Self-assessment of understanding and difficulty level of a lesson is used in all lessons. • Pupils respond to marking feedback. • Emotion coaching helps pupils to understand their emotions and respond appropriately to situations they encounter. • Trauma and Mental Health Informed Schools (TMHIS) approaches are adopted by all staff to ensure opportunity and encouragement for 	<ul style="list-style-type: none"> • Pupils with SEND participate in pupil conferencing and share their views on the provision in school and their views are taken into account. • Additional provision is mapped and reviewed with the pupils and their parents/carers. • 'Draw and Talk' or 'Mentoring' sessions are provided for pupils having difficulties expressing their emotions. • Language passport, Time-out and 'Take 5 Breathing exercise' prompts as well as TMHIS strategies are used to support communication in situations where pupils emotions are high. • Pupils discuss the targets and provision they receive. 	<ul style="list-style-type: none"> • Pupil views are an integral part of TAC meetings and EHCP reviews. • Referrals can be made by the inclusion lead to services such as the Mental Health Support Team and CLEAR.

pupils to express their emotions, worries and concerns.		
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2. Partnership with parents and carers




<p>Whole school approaches The universal offer to all pupils and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with parents and carers. • The use of Class Dojo and eschools used for regular communication. • The parents and carers of all pupils are invited to attend parents' evenings and receive reports. • There is a parent's section on the school website including copies of all communication. • Fortnightly Newsletters encourage strong communication links. • The school website is updated regularly and we have a good presence on social media. • Termly class newsletters inform parents/carers of the curriculum and activities are posted on the website. • Coffee mornings, activities events and curriculum workshops. • Parents are invited to class assemblies and whole school/key stage activities. • Parents view are sought through questionnaires. 	<ul style="list-style-type: none"> • Parents/carers know who the SENDCO and the Designated Safeguarding Lead are. • Parents/carers are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support. • Parents/carers are part of the Assess, Plan, Do, Review cycle and meet with the Class teacher or SENDCO at least three times a year. • Parents/carers are able to contact the SENDCO at any time to arrange a meeting to discuss concerns. • SEND Support Plan forms are sent home to parents/carers outlining their child's provision. 	<ul style="list-style-type: none"> • Parents/carers are invited to attend and contribute to EHCP reviews and TAC meetings. • Support in accessing outside agencies.

3. The curriculum

Whole school approaches. The universal offer to all pupils and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The curriculum is broad and balanced and designed to facilitate the inclusion of all pupils. • School trips and other curriculum enrichment activities take place for all pupils to enhance the curriculum. • Clearly differentiated planning ensures all pupils' needs are met. • Imaginative and innovative curriculum planning to engage all learners. • Whole school use of Read, Write Inc. to ensure that all pupils receive high quality phonics teaching. • Power Maths scheme of work used to ensure consistency in maths teaching. • Accelerated reader is used across KS2. • Regular assessment ensures all pupils receive the teaching they require whatever their ability, learning remains informed • Visual timetables, working walls, clear accessible labelling, accessible resources, use of ICT • Termly class newsletters and the school website inform parents/carers of the curriculum and events. 	<ul style="list-style-type: none"> • Where pupils are identified as needing extra support additional interventions are identified, implemented and monitored through tracking forms. • Clearly differentiated planning ensures all pupils needs are met. • Imaginative and innovative curriculum planning to engage all learners. • Pupils may be given extra group support by a teaching assistant/ teacher within class. • Individualised interventions targeting a child's specific area of need remain outcome led. • Dyslexia Screening to identify specific areas of difficulty. • Read, write Inc small group interventions. • Read, write Inc one to one phonics catch up interventions. • Fresh Start literacy intervention for upper Key Stage Two pupils. • Speech and Language sessions with our SAL HLTA, targeted in EYFS. • NELI (N interventions Nuffield Early Language Intervention) screening. • ASD and Dyslexia champions to provide strategies and support. • Advice and support from outside agencies in developing targeted individual support is 	<ul style="list-style-type: none"> • Pupils who have an Education, Health and Care plan will, at times, have adult support in order to allow them to access the curriculum. • Learning is differentiated/ personalised • TEACCH trays are used to encourage independent access to learning tasks. • Support from outside agencies is accessed to ensure pupils can join in with their peers. • Mount Charles has an Area Resource Base (ARB) which also provides supportive ideas and strategies to staff to ensure all pupils can access the curriculum. • Pupils from the ARB link into their mainstream classes for certain curriculum activities when suitable. • ASD and Dyslexia champions to provide strategies and support.




	sought/ implemented during class-based practice.	<ul style="list-style-type: none">• Advice and support from outside agencies in developing targeted individual support.
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4. Teaching and learning




Whole school approaches The universal offer to all pupils and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All pupils will have access to quality first teaching from a qualified teacher. • Quality planning in place linked to Power Maths, Read Write Inc Phonics, Cornerstones and other approved schemes of work. • Clearly differentiated planning using informed assessment outcomes ensures all pupils' needs are met. • Imaginative and innovative curriculum planning to engage all learners. • The whole school uses a dyslexia friendly approach to teaching and learning. • All pupils are given feedback on their learning, with guidance on how to move their learning forward. • A range of high-quality resources are available for all pupils to access. • Teachers display learning methods and relevant learning points on working walls. • Clear success criteria and examples of expectations. • Alternative ways of recording information are used. • A range of teaching styles are used to engage all learners. • Word mats and times table mats available for pupils to use. 	<ul style="list-style-type: none"> • Staff work closely together to ensure pupils with additional needs receive appropriate targeted support. • Pupils will be placed on a provision map, showing where extra support is needed and what the outcomes of this are. • Pupils placed in small groups for phonics following Read, Write Inc screening. • Fresh start literacy interventions for Year 5 and 6 based on screening. • Coloured screens/laminates/pens/paper available for pupils to use. • Identified pupils will access additional intervention groups for literacy and numeracy. • ICT programmes such as Nessy to support learning. • Reading function in the test element of Accelerated reader for some pupils. • Dyslexia/ memory groups. • Rapid response sessions with a teacher or Teaching assistant to pick up misconceptions. • Pupils will have a SEND Support Plan in place. This will be shared with parents/ carers at least 3 times a year. 	<ul style="list-style-type: none"> • ASD and Dyslexia champions to provide strategies and support. • Advice and support from outside agencies in developing targeted individual support. • Mount Charles has an Area Resource Base (ARB) which also provides supportive ideas and strategies to staff to ensure all pupils can access the curriculum. • Effective implementation/ delivery EHCP outcomes incorporated throughout the school day • Pupils from the ARB link into their mainstream classes for certain curriculum activities when suitable.

<ul style="list-style-type: none">• Topic based learning.• Opportunities for overnight stays in years 3, 4, 5 and 6.• Opportunities for discussion in a variety of groupings.• Questioning and activities designed to meet levels of need, secure understanding and develop a level of challenge.• Accelerated Reader programme.• “Real” task learning, making the curriculum relevant.• Activities are purposefully planned that engage all learning styles.• Reasonable adjustments made to ensure individual access to all areas of learning and curriculum.	<ul style="list-style-type: none">• ASD and Dyslexia champions to provide strategies and support.• Advice and support from outside agencies sought in developing targeted individual support.	
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5. Self-help skills and independence




<p>Whole school approaches The universal offer to all pupils and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Independent learning is a whole school focus: <ul style="list-style-type: none"> -staff model completing tasks to develop independent thinking skills. -tasks are well differentiated so that pupils can complete them independently and apply previously learned skills, building upon what they know. - Resources are available to pupils to choose from in all classrooms to aid them with their work. - Learning walls in all classrooms encourage self-help skills. - consistent routines and expectations. • PSHE sessions to encourage independence. • Behaviour policy and strategies to support pupils to make the right choice. • KS2 overnight stays offered to all pupils. • Pupils self-assess their learning. 	<ul style="list-style-type: none"> • Pupils have personalised equipment such as talking tins, overlays and timers to help them to develop their independent learning. • Now and Next boards used to develop independent skills. • Group interventions to develop self-help and independence skills. • ‘Draw and Talk’ or ‘Mentoring’ programmes encourages pupils to recognise and communicate their emotions. • Language passport, Time-out and ‘Take 5 Breathing exercise’ prompts and TMHIS strategies are used to support communication in situations where pupils’ emotions are high. • ASD and Dyslexia champions to provide strategies and support. • Advice and support sought from outside agencies in developing targeted individual support. 	<ul style="list-style-type: none"> • Personalised visual timetables. • Personalised task boards. • TEACCH trays organise tasks for some individuals to develop independence in accessing the curriculum. • Communication aids e.g., PECS. • ASD and Dyslexia champions to provide strategies and support. • Advice and support received from outside agencies in developing targeted individual support implemented.

6. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all pupils and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils feel heard and valued within the school environment. • Whole school, clear, expectations of behaviour, with consistent rewards and consequences. • Positive whole school learning environment with tasks differentiated to provide challenge and success. • Weekly assembly focus' and PSHE/Jigsaw sessions. • Two qualified Trauma and Mental Health Informed Schools (TMHIS) practitioners. • All staff trained in TMHIS strategies. • Emotion coaching • Wide variety of lunch and after school clubs on offer. • Year 5 are invited to take part in Bikeability sessions. • Safety talks are provided by the Fire-brigade, coastguard, Stay Safe and other services. • There is a named Designated Safeguarding Lead (Miss R Nile). • Key staff are first aid trained. • Key staff in receipt of appropriate training to manage/administer medication • All staff have appropriate training and updates in Safeguarding and other key issues for safety. • PSHE curriculum including on-line safety 	<ul style="list-style-type: none"> • Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Fun fit • Nurture Groups at lunchtime • Learning Mentors in school who will work with pupils on an occasional or regular basis who are experiencing emotional difficulties, sometimes using 'Draw and Talk' or ELSA. • Social stories are used to develop understanding of social situations. • Brain breaks/movement breaks • Lego Therapy is used to support social skills. 	<ul style="list-style-type: none"> • TACs and annual reviews are supported by a range of agencies where appropriate. • Pupils with specific medical issues have an individual health care plan. • 1:1 sessions with our learning mentors to support pupils with emotional and behavioural difficulties. • Referrals can be made to the school nurse, Educational Psychologist, Penhaligan's friends, CLEAR counselling, Social Care through the Inclusion Lead. Please see the school website for more information. (Parents' Pages) • Involvement of Child and Adolescent Mental Health Service (CAMHS.) Referrals can be made through school for pupils who are experiencing more serious emotional difficulties where other interventions haven't been successful. • Involvement of the Mental Health Support Team.

- ASD and Dyslexia champions to provide strategies and support.

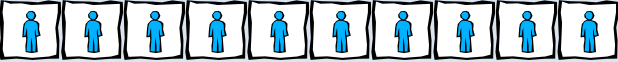


7. Social interaction and communication opportunities

Whole school approaches The universal offer to all pupils and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Group and partner work used often in all classes. • Our curriculum is planned to develop skills such as working together, communicating with others and independent learning. • School counsellors play an active role in gaining information from their peers and presenting it to the council. They also have opportunities to present to the whole school in assemblies. • All pupils attend and take part in Harvest festival, Christmas Performance (KS1), Carol service (KS2), Easter service, sports days, sponsored walks, etc where possible and through discussion with parents where necessary. • All pupils have enriching school trips/visits and the opportunity to attend and overnight stay (KS2). • Pupils are encouraged to take part in sports events that are part of the area cluster and some teams have attended the County School Games. 	<ul style="list-style-type: none"> • Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Fun fit. • ‘Draw and Talk’ and ‘Mentoring’ sessions support pupils in accessing social interactions and communication opportunities. • Social stories are used to develop understanding of social situations. • Huff and puff activities at lunchtime. • Increased lunch time club provision. • Lego Therapy to build on communication skills. • Nurture groups. 	<ul style="list-style-type: none"> • Teaching assistants in the playground at lunchtime encourage participation in activities such as Huff and Puff, skipping, ball games, small world play or direct towards other clubs to facilitate social interaction for pupils who find this tricky. • Pupils are encouraged to attend clubs, disco’s, overnight stays etc. • Reasonable adjustments are made to activities to ensure participation of all pupils. • Speech and Language referrals and targets. • ASD and Dyslexia champions to provide strategies and support. • Bespoke EHCP outcomes addressed daily • Advice and support from outside agencies in developing targeted individual support implemented

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

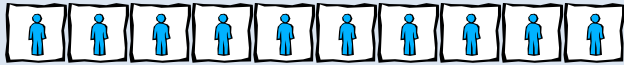
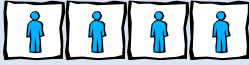

<p>Whole school approaches The universal offer to all pupils and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There is ramp access to the school. The school library is only accessible by stairs, but a wide selection of books are available in all classrooms and the ARB. • Furniture and resources are the appropriate size and height to allow all pupils to access them. • Portable devices such as iPads and laptops provide a range of recording methods. • There are clear expectations for behaviour. • Weekly assemblies and PSHE/Jigsaw sessions promote positive, safe behaviours. • The school's 'LEARN' ladder creates a positive learning environment throughout the whole school. • Anti-bullying policy in place. • There is a Designated Safeguarding Lead (Miss Nile). • All areas of the school are safe and promote positive learning. 	<ul style="list-style-type: none"> • There are quiet spaces or focussed activities to support pupils during lunchtimes. • Fun fit develops all aspects of physical development as well as supporting mental wellbeing. • Sensory space for pupils who request/require this facility. • Sensory breaks fitted into the day for pupils that require it. 	<ul style="list-style-type: none"> • Provision of specialist equipment, e.g. writing slopes, sensory toys and room. • Specialist equipment identified by physio/ OT used daily • There is a disabled toilet with a hoist if needed. • If needed pupils have individual risk assessments. • ASD and Dyslexia champions to provide strategies and support. • Advice and support from outside agencies in developing targeted individual support. • There are named adults who are 'Team Teach' trained.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all pupils and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Extensive transition for new intake Reception pupils: -teachers visit pupils in their pre-school setting. -a number of transition visits are arranged for all pupils in the Summer Term. -teachers and teaching assistants carry out home visits. - All about me forms completed with parents. • Transition meetings are held between the staff to pass on information about each child. • Assessment and tracking information is passed between teachers within the school, when a new pupil arrives or leaves the school, and as part of the secondary transfer process. • In the Summer Term the topic for Autumn 1 is shared. • Information shared about the year ahead in September. • Strong links with the local secondary schools with open days, open evenings, meetings with the Head of Year etc carried out throughout Year 6. • Cluster sport events enable pupils to visit secondary settings. • Pupils new to the school are able to tour the school. 	<ul style="list-style-type: none"> • Pre-school SENDCo and Miss Nile meet to transfer information. • EYFS Lead attends pre-school settings to support throughout the year. • Pupils who require additional transition are given more time to adjust ahead of moving class. • Miss Nile meets with the Secondary SENDCO to transfer information. • Pupils with SEND are given the chance for extra sessions at their chosen secondary school. • Year 6 transition group runs for pupils who are more vulnerable during the transition, by the learning mentor and Year 6 TA. 	<ul style="list-style-type: none"> • Additional visits to the secondary setting, with a teaching assistant if necessary. • ASD and Dyslexia champions to provide strategies and support. • Advice sought from other agencies regarding the transition process. • Advice given to parents regarding secondary placements/choices. • Year 5 Annual review identifies secondary provision

<ul style="list-style-type: none"> • Pupils create a One Page Profile for their new teachers. • Teachers create a One Page Profile for their new pupils to have over the summer holiday. 		
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all pupils 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> 
<ul style="list-style-type: none"> • Miss Nile and Mrs Nancarrow have completed the National Award for Special Education Needs. • SENDCo Network and Cluster meetings attended by the Inclusion Lead each term. • Training for Teaching Assistants by Assistant Head and external professionals. • Opportunities for curriculum leads to attend relevant conferences and courses and feedback to the rest of the staff. • Staff INSET, weekly staff meetings. 	<ul style="list-style-type: none"> • Miss Nile and Mrs Nancarrow have completed the National Award for Special Education Needs. • ‘Draw and Talk’ training received by the Learning Mentor. • Opportunities for staff to attend training specific to an area of identified need. • ASD and Dyslexia Champion has been attended by members of the SEND team. • Speech and Language specialist training has been received by the SAL HLTA. 	<ul style="list-style-type: none"> • Miss Nile and Mrs Nancarrow have completed the National Award for Special Education Needs. • Opportunities for staff to attend training specific to an area of identified need.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Autistic Spectrum Team	Provide support and strategies to pupils, staff and families for pupils with ASD.	ASD Team 01872 323210
CAMHS	The service helps pupils and young people deal with emotional, behavioural or mental health issues.	A referral can be done by the family, School or School Nurse. 01872 221400
CLEAR counselling service	CLEAR enables pupils and young people having experienced an abusive relationship(s) to flourish within a therapeutic setting.	A referral can be made by the school or Early Help Hub.
Dyslexia Support Service	Provide support and strategies to pupils, staff and families for pupils with Dyslexia.	Support can be obtained by the school
Early Help Hub	The Early Help Hub is the single point of contact for council and community health Early Help services for pupils in Cornwall. It provides information, advice and guidance, as well as access to Early Help services.	01872 322277 Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays earlyhelphub@cornwall.gov.uk
Early Support Team	Early Support is an approach that works to ensure that services for disabled pupils are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	earlyhelphub@cornwall.gov.uk
Educational Psychology Service	The Educational Psychologist works closely with the Inclusion Lead covering a range of work such as observing pupils, supporting staff in school working with specific pupils and working closely with the Inclusion Lead on a range of matters. Pupils have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home.	Referrals can only be made through school.
Family Support workers	Provide support to families with behaviour management, finances, housing, parenting programmes and signposting to other agencies.	Support can be obtained by contacting the Early Help Hub. 01872 322277

Hearing Support Service	Provide support and strategies to pupils, staff and families for pupils with hearing impairments.	sensorysupportservice@cornwall.gov.uk
Paediatrician	Assess the needs of pupils with SEND. Provide support and advice.	
Parenting Support	Provide free groups and training/workshops for parents/carers/families.	
Penhaligon's Friends	Provide bereavement support for pupils, young people and their parents and carers.	01209 210624
School Nurse Team	Provide support to schools for pupils with specific health needs. Signpost to other agencies.	Marie Blackbeard
SEN Assessment and Provision Team	Carry out the process of Statutory Assessment and maintain Statements/EHCPs. Provide advice and guidance to ensure a child's needs are being met appropriately.	Key workers, Vicky Strugnell is allocated by Cornwall Council to Mount Charles. SENDCo can make contact if required.
Social, Emotional and Mental Health Support	Carry out observations and assessments, such as the Boxall Profile, to provide additional strategies that school can implement to support pupils.	Kernow SEMH Support- Penny Hermes. Referrals can be made through the school. Mental Health Support Team – referrals can be made through the school.
Speech and Language Therapy Service	Provide support and strategies to pupils, staff and families for pupils with delay in learning to talk, speech sound production difficulties, learning difficulties, cleft palate, stammering, selective mutism, autism, hearing impairment and physical disabilities.	Referrals can be made through the school.
Social Care	Work with families to ensure all pupils' needs are met.	MARU 0300 123 116
Vision Support Service	Provide support and strategies to pupils, staff and families for pupils with visual impairments.	sensorysupportservice@cornwall.gov.uk 01726 61004

More detailed information about each service, as well as additional services can be found on Cornwall's local offer which can be accessed online by searching:

“Care and Support in Cornwall Local Offer”

12. Pupil progress

We use a variety of strategies to assess and review pupil progress:

-In class, the staff make assessments and observations of understanding, and this is used to inform the lesson as it progresses, or the lesson the following day.

-Work is marked daily to assess progress and inform planning in accordance with our feedback/ marking policy.

-Pupils self-assess their work and feedback to the teacher.

-Interventions and additional provision are mapped and reviewed as part of an ongoing process.

-Intervention tracking forms and One Page profiles are in place.

-Work is completed 'at a distance' to assess whether information and strategies have been retained.

-Spelling, Reading and Maths assessments completed on a regular basis.

-Reception Baseline Assessment

-Year 1 Phonics Assessments

-End of KS1 and KS2 SATs are completed.

-PIRA and PUMA assessments termly

-SEND Support Plan targets and EHCP targets are reviewed.

-Specific assessments for individual needs, eg Dyslexia screening, RWI assessments.

-Pupil progress meetings with the Head and Assistant Heads.

13. How we know how good our SEND provision is

Through the effective implementation of our curriculum including work book scrutiny, we monitor teacher assessment outcomes (pupil progress), learning walks inform outcome led interventions. Pupil conferencing enables the school to obtain and act upon pupil views.

14. If you wish to complain

At Mount Charles School we work hard to ensure whole school inclusion and support for pupils with Special Educational Needs. We hope to inspire and encourage them to reach their full potential, however, if you are not satisfied with the provision in place for your child, please contact Assistant Headteacher, Miss Nile, in the first instance.

The school complaint system applies, and the policy can be found on the school website.

Answers to Frequently asked Questions

1 How does your school know if pupils need extra help and what should I do if I think my child may have special educational needs?

Pupils are assessed at regular intervals during the school year – if a class teacher has concerns about the progress of a child (academically, emotionally, or socially) then they will speak to the parents/carers and the Inclusion Lead and agreed actions will be decided from there. Parents/ carers and the child will be involved in this process.

If you are concerned about your child's progress or any other difficulties, they may be experiencing please talk to their class teacher or Assistant Headteacher - Miss Nile.

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

The class teacher is responsible for their progress in school, with support from the Inclusion Lead if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their targets at home. Our school Governors monitor the progress of all pupils at Mount Charles School.

3. How will the curriculum be matched to my child's needs?

The curriculum will be differentiated to meet the needs of all learners. This may be by pupils having different work to do, having a different expected outcome, extra resources or extra adult help in class. Teachers work hard to develop an exciting and innovative curriculum to allow learning opportunities that will engage and allow access for all pupils.

4. How will school staff support my child?

This will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow pupils to work independently. In some instances, it may be that support is requested from an outside agency. You should receive a SEND Support Plan from your child's class teacher outlining the support that your child is receiving if they are on the record of need.

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

Targets for all SEND pupils are sent home three times a year, your child will receive a school report once a year and there are two parents' evenings with opportunities to meet the teachers during the year. Fortnightly School newsletters will inform you of events and termly class newsletters on the website will tell you about the activities and curriculum that your child will be learning. If your child is on the Record of Need, you will be requested to meet with the teacher at least three times a year to ensure that they can discuss the provision and progress with you. You are also free to make an appointment to see your child's class teacher or Miss Nile at any time. They will be able to discuss with you how your child is doing and how you can support them.

6. What support will there be for my child's overall wellbeing?

All staff in school are there to ensure that your child is safe and happy in school. We have a positive behaviour strategy with clear rewards and consequences, we use PSHE/ Jigsaw activities to reinforce this. There are two Trauma and Mental Health Informed Practitioners (TMHIS) in school, Mrs Nancarrow and Mrs Hann. All teachers are also trained in TMHIS strategies and Emotion Coaching to ensure that all pupils receive appropriate support on all levels.

For pupils who are experiencing emotional difficulties it may be that they can work with our learning mentors Mrs Hann or Mrs Nancarrow or access Draw and Talk with Mrs Kurth. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. We also have a Mental Health Practitioner working with the school. You can contact her yourself or speak to Miss Nile or Mrs Hann about your concerns and they can make a referral for you if necessary. The Early Help Hub is another useful port of call if you require support at home. See section 11 for contact details.

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

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. Any incidents of bullying are logged by the school and investigated thoroughly. We have a number of members of staff who are trained in first aid and the management of medication – please ensure that the office are made aware of any health/ medication needs that your child has. We have rigorous safeguarding procedures in place. There is also secure access to the school.

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

All pupils will be able to be included in school trips wherever possible.

We endeavour to ensure that all pupils are able to access any extracurricular activity by working closely with the child and parents to ensure all reasonable adjustments have been made to allow every child to safely and confidently access all activities. The exception to this would be if a child's behaviour is a risk to themselves or others, even after all reasonable adjustments have been made.

9. How accessible is the school environment?

Our school environment is made accessible wherever possible, and work is constantly being undertaken to update and review the accessibility to all. Please see the accessibility plan for more information.

8. What specialist services and expertise are available at or accessed by your school?

We have a large team of experienced and dedicated teaching assistants who have experience of working with pupils with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and behavioural and emotional needs. If school staff think it is appropriate, then advice from outside agencies can be sought. All class teachers have experience of teaching pupils with additional needs. The school also has an Area Resource Base (ARB) – this is for pupils with an Education, Health and Care plan for pupils with more complex needs. A place at the ARB has to be applied for through Cornwall Council.

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

See Section 9- Transition from Year to Year and setting to setting.

If your child has an Education, Health and Care plan then this will be discussed at their SEND review, the Year 5 review will discuss/ identify transition to secondary aged provision.

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

The school has large resource base of equipment that can support pupils throughout the school, this is allocated based on each child's individual needs. In addition to physical resources, we have a large staff base whose knowledge and expertise are deployed to support specific pupils with their specific needs. Educational needs are mapped out and resourced accordingly.

11. How is the decision made about what type and how much support my child will receive?

Pupil progress meetings are held three times a year. The progress of all pupils is discussed in these meetings and if any additional support is needed then it will be discussed at these meetings. If your child is in receipt of an EHCP there will be agreed educational outcomes identified within the categories of need which the school will implement. Parents/ carers will be invited to a formal review of this plan each year discussing progress towards identified outcomes. You will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through twice yearly parents' evenings and an annual written report.

12. Who can I contact for further information?

The information you require may be published on the website. If you wish to receive any other/ further formation including a copy of the prospectus or take a tour of the school then, please, contact the Office Manager on 01726 73911. If you wish to find out more about, SEND provision then you can arrange to meet with the school's Inclusion Lead - Miss Nile.

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

Please feel free to talk to Miss Nile or Mrs Bunting if you have any concerns.

14. How is your local offer reviewed?

The school offer will be reviewed at least once a year in consultation with staff and school Governors.