



[Troon Community Primary School](#)

[Our SEND Information Report and 'Local Offer' for Special Educational Needs and Disability \(SEND\)](#)

[Published May 2024](#)

At Troon C.P. School, we value the individuality of all children and are committed to giving them every opportunity to achieve the highest standards and meet their full potential. We want all our children to enjoy their time at school and feel that they are a valued part of our inclusive school community. We do this by taking account of pupils varied life experiences and needs. We offer an exciting, broad and balanced curriculum which is delivered through quality first teaching using approaches that are consistent throughout the school, focusing our planning to meet the specific needs of individuals and groups of children with diverse learning needs. We have high expectations for all children, and we strive to help them become aware and celebrate their achievements, positive attitudes and well-being.

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People who support children with Special Educational Needs / Difficulties with learning in this school.

Who should you talk to for further information and advice?

Staff	What they are responsible for
<p>Miss Sarah Johns <i>Special Educational Needs Co-ordinator (SENDCo)</i></p> <p>sjohns@rainbowacademy.org.uk</p>	<ul style="list-style-type: none"><li>• Co-ordinating (in consultation with the Senior Leadership Team) all the support for children with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li><li>• Making sure that parents and carers are involved in supporting their child's learning at all stages. This includes planning for and reviewing the support provided during the year.</li><li>• Making referrals and liaising with people who work in external agencies who come into school to help support the children further, e.g. Speech and Language Therapy.</li><li>• Monitoring and evaluating the provision we have made to make sure it is having a positive impact. Providing advice to school staff if changes need to be made to improve it further, or contacting external agencies for further advice.</li><li>• Updating the SEND register (Record of Support) which ensures everyone working in school is aware of the needs of the children, and managing the records of children with special educational needs.</li><li>• Supporting and advising colleagues so they can help the children achieve their best in all areas at all times.</li><li>• Arrange and facilitate CPD as appropriate across the school, in liaison with other senior leaders.</li></ul>

Family Liaison Officer (FLO)

- Is the initial 'port-of-call' for parents first thing in the morning and after school and liaises fully with class teachers and the Leadership Team.
- Audits and monitors attendance for all groups, including children with Special Educational Needs and Disabilities.
- Offers support to families as requested by individuals or where there are concerns for a student's wellbeing.
- Advises on external support available for families as appropriate.
- Coordinates assistance for families to help develop knowledge, skills and positive attitudes through referrals to appropriate agencies.
- Assists in establishing supportive relationships within families and encourages acceptance and inclusion of all aspects of learning.
- Support families with appointments where needed.
- Supports parents and pupils during transition to different settings where needed.
- Attends TAC (Team Around the Child) meetings for children and liaises with class teachers, the leadership team and outside agencies.
- Supports small groups and individuals within school through nurture groups.
- Supports children across the school with their social and emotional development to ensure children are able to access their learning.

<p>Individual Class Teachers:</p> <p>Miss Kirby</p> <p>Miss Johns</p> <p>Mrs Johnson</p> <p>Mr Banks</p> <p>Miss Inglis</p> <p>Miss Semmens</p>	<ul style="list-style-type: none"> <li>• Planning and delivering engaging curriculum opportunities that <b>all</b> pupils can access, and planning learning sequences which engage and encourage full participation in all types of learning.</li> <li>• Monitoring the progress of all children and identifying when a child may need additional support. Meeting and deciding with the parents/carers and the SENDCo what help may be needed (such as scaffolded work, additional support, interventions or referrals to an external agency for further advice.)</li> <li>• Writing IEP's (Individual Education Plans) which identify specific targets that will help the child make progress in the identified area and the provision provided in and outside of school. Share IEP's with the parents/carers and child and adapting these where necessary to take into account the voice of the parents/carers and child. Each term reviewing the targets and setting new or additional targets when appropriate, based on assessments and advice from other contributors.</li> <li>• Making sure that the child regularly accesses the planned work / programme that has been identified in their IEP and that all staff working with the child are supported so they achieve their full potential.</li> <li>• Following all school policies including SEND (Special Educational Needs) policy to make sure they meet the needs of all children in their class.</li> </ul>
<p>Head Teacher Mrs Lucy Askew</p>	<ul style="list-style-type: none"> <li>• Managing all aspects of the school, including support for children with SEND and children who are looked after by the local authority (Designated Teacher).</li> <li>• Making sure the needs of all children are met, but giving responsibility to the SENDCo for coordinating SEND across the school and to the class teachers to manage the day to day organisation of children's learning.</li> <li>• Keeping the Governing Body up to date with issues in school relating to SEND.</li> </ul>
<p>SEND Governor Mrs Linda Seymour</p>	<ul style="list-style-type: none"> <li>• Monitors that the support is made for any child who attends the school who has SEND.</li> <li>• Meeting with the SENDCo as stated in the governor monitoring timeline to monitor the progress of children with SEND and to find out what provision is provided to meet the needs of the children who are on the SEND register.</li> <li>• Being a Champion for children with SEND.</li> </ul>

## **Admission Arrangements:**

Our admission policy is on our school website. Admissions are co-ordinated by the Local Authority. Please follow these links for more information: [Cornwall Council Co-ordinated Admission Scheme](#) and [Fair Access Protocol](#).

## **Complaints procedure:**

In the unlikely event that you have a complaint about the SEND provision in our school a copy of our complaints policy can be found on our school website.

## **What Support and Provision do we offer?**

We are a nurturing and inclusive school. Our staff pride themselves on making excellent relationships with our children at Troon School and their families. We recognise that children:

- have different educational and behavioural needs.
- require different strategies and provision for teaching and learning;
- acquire, assimilate and communicate information differently;

Teachers support all children in their class to access all areas of the curriculum and are passionate that all children reach their full potential.

## **How do we identify if a child needs more support?**

All children are assessed when they enter our school and at regular intervals throughout the year so that we can build upon their prior learning. We use this information to ensure we provide an appropriate curriculum for all.

Early identification is vital and if our assessments (or observations) indicate that a child may be experiencing difficulties with their learning, we will consult with their parent/carer with our initial concerns and agree which strategies and resources we will use to support them. Children are then flagged on our Record of Need. If children continue to find learning difficult or make slow progress they may then move to a level of support called SEN Support.

If a child reaches a stage where we feel we need to liaise and ask for more support or advice from outside agencies, we will consult with their parent/carer to explain why and to gain permission first. In most cases the children will be seen in school by external support services which may lead to additional strategies or strategies that are different from those already used in SEN Support so far.

If a child continues to demonstrate significant difficulties despite the support that has already been put in place, a request for statutory assessment (with the parent/carers support) will be made to the local authority. The school submits evidence to show what has been put in place and what has happened as a result of it. The local authority will consider the evidence and decide whether to seek further advice from professionals before

considering if an Education and Health Care Plan (EHP) is needed. This decision is based on whether special educational provision is needed beyond what is normally available to mainstream schools.

### **How do we assess and review how children are progressing towards their outcomes?**

Class teachers are responsible for assessing the progress of all children in their class, but we have an 'assess, plan, do, review' cycle in place where we review and set specific targets (outcomes) for our children with SEND. These targets are written in an IEP (Individual Education Plan) and these are updated once a term (October, February and June). The IEPs are shared with the parents/carers and child who are invited to add to or fine tune the targets. These are then reviewed before the next targets are written and again this is shared with the parents/carers and child and are used to discuss what went well and next steps. From time to time pupil conferencing takes place and the children are invited to meet with the Head Teacher and Governors to talk about their progress and aspects of their learning that they think work well as those that don't. These conversations are fed back to the teacher so that any information that is relevant to the 'assess, plan, do, review' process can be included.

The work that is planned to meet the targets in the IEPs may take place within whole class activities, or children may be taken out in small groups or individually to work on specific targets. Where this happens the teaching assistant leading the work is asked to feedback to the class teacher after each session to highlight successes and to discuss any areas of difficulty so teachers can advise next steps. Additionally, each term class teachers meet with the Head Teacher and SENDCo to have pupil progress review meetings. These meetings are an opportunity to discuss the progress of the children they teach and as part of the meeting there is a focus on children with SEND. If there are concerns over a child's progress this is discussed further and may result in changes to support and provision or may lead to us seeking further advice from outside agencies.

All the information collected in this process is given to the SENDCo and is used to create and evaluate our school provision map which outlines the additional provision and interventions we provide.

### **What SEN do we currently provide for?**

Currently we provide support for children with the following additional needs:

- Dyslexia
- Hearing impairment
- Vision impairment
- Speech and language (including social communication).
- ASD
- Complex medical needs
- Diabetes

- Down's Syndrome
- Behaviour difficulties
- Sensory Processing
- Social and emotional needs
- Cognition and learning needs

### **What training have school staff had to support children with SEND?**

- Selected members of school staff have been on the following training and their expertise in these areas is then used to support children as needed:
- Whole staff behaviour management training
- Speech and Language: Learning Language and Loving it; Language Steps; Makaton; Early Talk Boost, NELI language Intervention, Read Write Inc Phonics Training
- PRICE: Protecting Rights In a Caring Environment
- Hearing impairment: Teaching Hearing Impaired Pupils and Students.
- Dyslexia: The Dyslexia Friendly Classroom.
- ASD: Autistic friendly Classroom.
- Additionally staff have received inset and twilight sessions in Attachment disorder; Visual Impairment; ADHD; ASD; and precision teaching.
- Emotion coaching
- Diabetic medication management.
- Lego Therapy.
- TIS/Thrive intervention.
- Assess, plan, do, review training
- EYFS learning journal training
- Social communication training

We will always seek professional advice and training from outside agencies to make sure all staff have the skills needed to work with individual children.

The information provided in the next sections outline the type of support and provision we have in place for all our children, as well as identifying how this is adapted and targeted to meet the needs of children who may only need extra support for a specified period of time. It also outlines the



specialised support and provision that some children need for a longer period of time. Not all children will need access to every type of support listed but may need access to some of this provision at certain times.

### Partnership with Parents and Carers – Our Approach

<p align="center"><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p align="center"><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p align="center"><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• We have an 'Open door' policy throughout the school and if we can't see you at that time, we will make an appointment that is convenient to all.</li> <li>• Our Family Liaison Officer will be available at the start and end of each day to take messages, give information, advice and help with any concerns.</li> <li>• Every parent is invited to attend parent's evenings in the Autumn term in Years Reception to Year 6. Years 1 to 6 are then invited to a Learning conference in the Spring term.</li> <li>• 2 year checks are completed and shared with parents</li> <li>• Tapestry is used to communicate with nursery parents/carers.</li> <li>• All children have home/school diaries that are also used for communication.</li> <li>• Class Dojo is used to support communication between home and school.</li> <li>• Curriculum meetings are held with different focuses and parents are invited in to find out more about how we teach these subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers may be invited in for additional meetings to discuss concerns.</li> <li>• Parents/Carers are encouraged to contact the school to arrange additional meetings with class teachers, SENDCo, Family Liaison Officer or Head Teacher when they have concerns.</li> <li>• Parents/Carers of children with IEPs (individual education plans) are able to book termly meetings with the SENDCo</li> <li>• In EYFS developmental journals are used to track progress and identify next steps for children who are not working at the age related expectations</li> <li>• For children working at pre key stage level children's learning, targets and assessments are tracked using PIVATS (Performance Indicators for Valued Assessment and Targeted Learning).</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the Additional Targeted Support and Provision parents may be invited to attend meetings with the school staff and following professionals               <ul style="list-style-type: none"> <li>→ Family support</li> <li>→ Educational Psychologist</li> <li>→ ASD Team</li> <li>→ School Nurse</li> <li>→ SALT</li> <li>→ Hearing Impairment Team</li> </ul> </li> <li>• Parents/Carers are supported in attending and are actively involved in:               <ul style="list-style-type: none"> <li>→ Early Support meetings</li> <li>→ TAC Meetings</li> <li>→ Alternative Provision placements</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Parents are invited to many social events such as the 'Harvest Festival', 'Christmas concerts' and the 'Summer Festival.'</li> <li>• The school website is regularly updated with information.</li> <li>• The school facebook page is regularly updated about learning that has taken place and information parents may find useful.</li> </ul>		
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## The Curriculum

<p><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• All children, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• Visits/Trips are planned to stimulate and engage all children</li> <li>• Skills are developed through a creative curriculum with carefully sequenced lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Education Plans (IEPs) are written and include curriculum based targets focused on the subjects where the child needs support.</li> <li>• IEPs are reviewed termly and new targets are set.</li> <li>• Small group intervention is put in place and may include: English – RWI tutoring, Fresh Start, Nessy and Clicker small group work. Additional reading sessions or tuition for spellings or writing. Maths – targeted work using NCETM resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of IEPs.</li> <li>• Personalised differentiated timetables</li> <li>• Multi agency meetings to review areas of difficulty and levels of support.</li> <li>• Annual reviews to review the progress made with targets specified in an Education Health Care Plan.</li> <li>• Personalised intervention may include: <ul style="list-style-type: none"> <li>→ Phonics</li> <li>→ Speech and Language</li> <li>→ Social and emotional support</li> </ul> </li> <li>• Specialist support or provision put in placed based on the advice of external professionals such as: <ul style="list-style-type: none"> <li>→ The Educational Psychology Service</li> <li>→ Dyslexia Team</li> </ul> </li> </ul>

	Speech and Language – following the advice from the Speech and Language Therapist.	<ul style="list-style-type: none"> <li>→ Occupational Therapy Service</li> <li>→ Speech and Language Service</li> <li>→ The Cognition and learning team</li> <li>→ Alternative Provision</li> </ul>
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Teaching and Learning: A consistent approach used by all staff

<p style="text-align: center;"><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p style="text-align: center;"><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p style="text-align: center;"><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• School rules are consistently emphasised and a positive approach to these is adopted at all times.</li> <li>• Encouragement and praise are used effectively to engage and motivate children and reward systems are in place.</li> <li>• Teachers plan for each lesson and differentiate tasks and outcomes to ensure all children make progress within the lesson.</li> <li>• Learning objectives are shared with the children.</li> <li>• There is ongoing assessment of children’s progress and attainment. Questioning is targeted and differentiated to help children think about their own learning.</li> <li>• The groups children work in are changed to reflect the needs of the children for each lesson.</li> <li>• We make opportunities for all children to learn through paired and group discussion. Children have ‘talking partners’ in order to share their ideas, knowledge and learning.</li> <li>• There are high expectations for all children which are made clear in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and teaching assistants share information and plans to ensure that children who need targeted support and provision get it.</li> <li>• Support from adults is targeted to help children in situations or lessons where they may need support, e.g. <ul style="list-style-type: none"> <li>• to ensure understanding.</li> <li>• support learning.</li> <li>• develop independence.</li> <li>• promote self-motivation to stay on the task.</li> </ul> </li> <li>• Time and support are given before responses are required if it is needed.</li> <li>• Read, Write, Inc 1:1 or small group tutoring is targeted to give extra phonics support for children who are experiencing difficulties learning to read and write in Key Stage 1.</li> <li>• Read, Write, Inc Fresh Start, Nessy, Clicker or Easyread is used to support children in Key</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of additional support is timetabled as appropriate</li> <li>• Provision and learning environments can be adapted to meet specific needs.</li> <li>• Outside agencies are approached for further advice and support and may include: <ul style="list-style-type: none"> <li>→ Educational Psychologist</li> <li>→ Cognition and Learning Team</li> <li>→ Speech &amp; Language Service</li> <li>→ Hearing Impairment Service</li> <li>→ School nurse</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Feedback is given (verbal or written) to support progress.</li> <li>• There are opportunities for children to reflect on their work and correct or improve it further.</li> <li>• All classes are supported by teaching assistants for at least part of the day.</li> <li>• Regular school trips take place and are linked to the learning in class. Occasionally other trips are provided to help develop children’s wider understanding of the world.</li> </ul>	<p>Stage 2 who are experiencing difficulties learning to read and write.</p> <ul style="list-style-type: none"> <li>• Pre-teaching sessions or sessions to consolidate learning after whole class teaching are used to support children when learning new concepts and skills.</li> <li>• Maths intervention is used to help children experiencing difficulties in maths lessons.</li> <li>• Individual behaviour systems and rewards are discussed and agreed with parents and carers.</li> <li>• ICT resources are used to support learning if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>→ Early Help Hub</li> <li>→ Mental Health practitioner</li> </ul>
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Self-Help Skills and Independence

<p align="center"><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p align="center"><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p align="center"><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• Classrooms are well laid out and all resources are clearly labelled. Children are taught what resources are available for them to access independently.</li> <li>• Adults model self-help behaviours and expectations are high.</li> <li>• They are given opportunities to work independently.</li> <li>• Learning walls are kept up to date and allow children to access resources and strategies they need to use independently.</li> <li>• Dojo points are used to reward children independently following the school’s rules.</li> <li>• Each class has a recognition board to recognise those children who always follow the school rules</li> <li>• Resources to develop self-help skills are available in each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults in class help children develop independence by reminding them to use, or modelling how to use resources and strategies</li> <li>• Access to the school Family Liaison Officer.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual plans can be created, based on advice taken from external professionals such as Educational Psychology, Hearing Support or Vision Support.</li> <li>• Dyslexia packs are created for children who are dyslexic or considered to have dyslexic tendencies. These contain tools which</li> </ul>

<ul style="list-style-type: none"> <li>• Children are supported to review previous learning to support them to 'know more'.</li> <li>• Children are encouraged to take an active part in a wide range of different learning opportunities that exist outside of class teaching (both in and out of school).</li> </ul>		<p>help them independently address areas of difficulty.</p>
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The Physical Environment (accessibility, safety and positive learning environment)

<p style="text-align: center;"><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p style="text-align: center;"><b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)</p>	<p style="text-align: center;"><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to everyone including those students with SEND, e.g. there is a ramp at the front and back of school.</li> <li>• There is one accessible toilet.</li> <li>• There is an effective Anti-Bullying Policy and incidents are minimal and dealt with effectively.</li> <li>• Every class has (appropriate to the age of the children): learning walls, phonics/spelling walls and a book corner.</li> <li>• The school's rules are displayed in each class and referred to regularly.</li> <li>• Classrooms are well-organised and clutter free.</li> <li>• Appropriately sized tables and chairs for each class to give full access to children.</li> <li>• Children have access to whiteboards, ipads and computing equipment.</li> <li>• We have a flexible learning approach, encouraging learning both inside and outside.</li> <li>• Children are asked to bring in water bottles and are encouraged to have them available in class at all times.</li> <li>• Nursery have their own EYFS playground. The main and lower playground is shared between the other year groups. When the weather is dry enough children can also access the upper meadow and school field.</li> </ul>	<ul style="list-style-type: none"> <li>• There are spaces available for small group work/quiet space which can be booked, along with the school library.</li> <li>• Fun-fit motor skills programme is available to support the development of children's coordination and postural stability.</li> <li>• Write from the Start is used to develop children's fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• A safe space is available for children when required.</li> <li>• Specialist equipment is provided to the school, on the advice from therapists and health colleagues.</li> <li>• Classrooms, corridors and the hall are made accessible for all children.</li> </ul>

<ul style="list-style-type: none"> <li>• Risk assessments are completed for any activities that take place off the school site. Risk assessments are already in place for the school site.</li> <li>• The school has an Accessibility Plan. See <a href="https://www.troon.cornwall.sch.uk/website/school-policies/37636">https://www.troon.cornwall.sch.uk/website/school-policies/37636</a> for more information.</li> </ul>		
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### Social Interaction Opportunities

<b><u>The Whole School Approach</u></b> (for all our children)	<b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)	<b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)
<ul style="list-style-type: none"> <li>• All children attend class and whole school trips/visits and shared experiences</li> <li>• All children have opportunity to attend whole school events.</li> <li>• All children can attend extra curriculum activities outside of the school day.</li> <li>• All children are invited to attend breakfast and after-school club provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Liaison support through small group work, using games and programmes such as TIS and Lego Therapy to promote positive interactions and development of social skills.</li> <li>• Support from our NHS mental health practitioner.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults in school use social stories with individual children.</li> <li>• Talk Boost is used to develop social interactions.</li> <li>• Children are individually supported by Teaching assistants in less structured times such as playtime if support is needed.</li> <li>• Support from our NHS mental health practitioner.</li> </ul>

### Health, Wellbeing and Emotional Support

<b><u>The Whole School Approach</u></b> (for all our children)	<b><u>Additional Targeted Support and Provision</u></b> (for children who need support for the short or medium term)	<b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)
<ul style="list-style-type: none"> <li>• The contributions of every child are valued and we provide a secure and supportive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Fun-fit motor skills programme is</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Cues/individualised emotional support</li> </ul>

<ul style="list-style-type: none"> <li>• We operate a positive behaviour policy.</li> <li>• There are displays in classrooms to celebrate children’s achievement.</li> <li>• P.E. lessons are provided at least twice a week.</li> <li>• A variety of extra-curricular clubs are offered after school.</li> <li>• Breakfast club and an after school club is available each morning and afternoon for children in Reception to Year 6 for wrap around care.</li> <li>• Children in Year 5 have a term of subsidised swimming lessons (once a week) at Carn Brea Leisure Centre. Children in Year 6 who are not able to swim 25m are then given top up lessons in the summer term.</li> <li>• There are an appropriate number of adults first aid trained.</li> <li>• There is a named child protection officer (Lucy Askew) and two deputies (Lucy Osborne and Sarah Johns).</li> <li>• Year 6 take part in ‘Bike Ability’ lessons each year. The school has balance bikes and these are used in EYFS and for balance ability lessons with Reception and Year 1.</li> <li>• Hearing tests are carried out for all children in Year 1.</li> <li>• The children in Reception and Year 6 are entitled to have height and weight measurement checks.</li> <li>• Nasal flu vaccinations are offered to all children from Reception up to Year 5.</li> <li>• An anti-bullying week is held once a year. Any incidents of bullying are investigated and logged. This is monitored by the Head Teacher. See <a href="https://www.troon.cornwall.sch.uk/website/school-policies/37636">https://www.troon.cornwall.sch.uk/website/school-policies/37636</a> for more information.</li> <li>• Breakfast is provided for all children through the National Breakfast Program</li> <li>• Milk is available to all children under 5</li> <li>• Fruit snack is available for all children in EYFS and KS1</li> <li>• External agencies deliver workshops to support health, mental health, safety and wellbeing e.g. brighter smiles, Kooth, RNLI</li> </ul>	<p>available to support the development of children’s coordination and postural stability.</p> <ul style="list-style-type: none"> <li>• Family Liaison Officer support through programmes designed to support emotional difficulties such as:</li> </ul> <p>Projects are used to support children such as Wave Project (Beach School, Arts Lab, Bike skills)</p>	<ul style="list-style-type: none"> <li>• Individual behaviour plans.</li> <li>• Individual safety plans.</li> <li>• Access to external professionals such as: <ul style="list-style-type: none"> <li>→ CAMHS</li> <li>→ Educational Psychologist</li> <li>→ Social Care</li> <li>→ Family Support Services</li> <li>→ Bereavement Services (as required)</li> <li>→ Alternative Provision</li> <li>→ Early Help Hub</li> </ul> </li> </ul>
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Transition From Year to Year and Setting to Setting

<p align="center"><b><u>The Whole School Approach</u></b> (for all our children)</p>	<p align="center"><b><u>Additional Targeted Support and Provision</u></b></p>	<p align="center"><b><u>Specialist Individualised Support and Provision</u></b> (for children who need support for the medium or longer term according to need)</p>
<ul style="list-style-type: none"> <li>• When a child starts in Nursery there is a flexible approach ensuring children settle as smoothly as possible. Children can build up their time in the Nursery gradually until they feel confident to stay for the full 3 hour session or whole day. Parents are invited to stay and support during an initial visit.</li> <li>• Children starting at the school in the Reception class are invited to transition visits. The Reception teacher will also visit them in their Nursery setting before they start.</li> <li>• Meetings are held between the present and the next class teacher and key information is updated each year and handed over.</li> <li>• Each class from Nursery- Year 6 has a 'meet your new teacher' session towards the end of the summer term.</li> <li>• We have good liaison with secondary schools.</li> <li>• Secondary taster days are arranged.</li> <li>• Year 5 and 6 children visit the local secondary school regularly for a variety of activities including: sport, maths and science</li> <li>• The school is part of a PE partnership with the local secondary school.</li> <li>• New families wishing to start at the school are invited in to look around and are encouraged to look at our website</li> <li>• Records about your child will be passed onto any new school as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• A 'buddy' system can be set up to support children when they first come to our school.</li> <li>• There is a Gifted and Talented maths programme with the local secondary school.</li> <li>• CSIA arrange additional transitions as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Children who may find transition challenging into our school are identified and are invited to spend several sessions with their new class before officially starting.</li> <li>• The SENDCo will discuss the subject of Secondary transition for children with EHCPs (Education and Health Care Plan) at the annual review in Year 5.</li> <li>• The SENDCo from the preferred Secondary School is invited to attend Year 6 annual reviews.</li> <li>• Children in Year 6 who may find transition to Secondary School challenging are identified and additional visits/support are arranged.</li> <li>• Advice from other agencies is gathered to support individual transition.</li> <li>• Early support meetings ensure all interested agencies can discuss and agree transition arrangements.</li> <li>• If your child moves to another school we will call the school SENDCo and make sure they are aware of any special arrangements or support your child needs. Record will be passed on as soon as possible.</li> </ul>

**Information about the services we work with:**



When the need arises we refer children to a variety of outside agencies for specialist advice.

### Educational Psychology Service

We discuss children who we are concerned about throughout the year. We then prioritise and refer the children we feel we need specialist advice to the educational psychologist. They carry out a variety of observations and assessments. They advise us on strategies to support children in school. If necessary, they advise us to apply for statutory assessment for an Education and Health Care Plan (EHCP).

### Speech and Language Therapy Service

Some children start school with below age-related language and communication skills. After careful observation, we refer children to the Speech and Language Team. They may offer written support or decide an assessment is necessary. If appropriate they may then provide therapy for some children and set targets for the child to be supported both at home and school. Adults in the school work with children to achieve these targets.

### Cognition and Learning Service

We have a dyslexia screening tool which can identify children at risk of dyslexia. Targeted intervention or strategies may then be put in place. There may be a referral to the Cognition and Learning Service for additional advice.

### Autistic Spectrum Condition/ Social Communication

Children in year 1 or younger can be diagnosed by the Community Paediatrician. Children in year 2 or above will be referred to CAMHS.

### Developmental Co-ordination Clinic

If we are concerned about a child's motor skills, they will take part in Fun Fit or Top to Toe, in school. If their co-ordination does not improve they will be referred as appropriate.

### Hearing Support Service

All children are routinely screened in year 1, but any other children who appear to have hearing difficulties are referred to Community Paediatric Audiology. Any child who wears hearing aids is visited by the teacher of the deaf. Those with a severe hearing loss have regular teaching visits and specific advice is given to the school to further support those children.

### Vision Support Service

Children who have been diagnosed with specific visual impairment are seen in school by a teacher from the Vision Support Service. The school is also given advice regarding classroom strategies and supplied with assistive technologies.

#### Physical and Medical Needs Advisory Service

If needed, any child in the school with a physical disability can be referred to this service for further advice.

#### Educational Welfare Officer

The EWO supports the school in raising attendance. Parents are invited in to discuss concerns the school has regarding low attendance. We also use these meetings as an opportunity to find out if there are actions that can be put in place to support the family.

#### Social Care and Mental Health

When needed referrals are made to MARU or Early Help Hub. We understand the value of working through a multi-agency approach.

#### Early Help Hub

Most of the services above are accessed via the Early Help Hub who triage the information we provide and then ensure we are put in contact with the correct professional service.

#### **How to Contact Us:**

If you have any other questions about our local offer please contact the Head Teacher or SENDCo by calling the school on 01209 714289.

Alternatively, you can email the school secretary at [secretary@troon.cornwall.sch.uk](mailto:secretary@troon.cornwall.sch.uk) who will forward your email onto the person who can help.

If you have any suggestions about how we can improve our school local offer we would be happy to hear your ideas, please pass them onto the Head Teacher or SENDCo.

For more information on Cornwall Councils local offer please visit: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>