



What/who is this for?

This document outlines everything you need to know about supporting SEN pupils at Braddock. It is useful for parents, pupils and people who would like to know what we do to create unique possibilities for **ALL** of our pupils, including those with SEN. **This document supports our whole MAT policy for SEN.**

What is SEN?

A Special Educational Need is when a pupil finds something harder than other children that are the same age or when a pupil has a disability that might make it hard to use the resources in the school. Difficulties could be: communication, learning, emotional or physical. This means that teachers have to think carefully about what each pupil needs to succeed and progress.

Some answers to questions you might have:

How do my teachers know that I need extra help?

If we notice that you are finding something hard, or falling behind, we talk about ways to help you. We try to make sure that what you get in the classroom helps you first, before trying anything extra. If we put anything extra in place, we may place you on a 'record of need', this is just a way to keep an eye on how you are doing with this extra support.

What can my parents do if they think have Special Educational Needs?

Talk to your teacher, SENCO (Mrs McHale) or Head of School (Mr Riggs).

Who is responsible for me being happy and succeeding at school?

We are ALL responsible! Staff try hard to talk lots about good mental health. We learn different strategies and give lots of opportunities to share feelings. We want you all to do well.

How will my learning be suited to me?

Your teachers will try hard to make sure that the learning in the classroom (and outside!) is just right for you and what you need.

How will teachers and teaching assistants help me?

Your teachers and teaching assistants will work together to make sure you get what you need, and they will keep talking to you about what you want too.

How will my parents know I am doing well?

We have parents evenings where we can celebrate success and talk about anything we might need to change or work on. For pupils with SEN we try to talk to each other and meet more often if we need to. Parents of ALL pupils can speak to the staff at any time if they want to. We also use online tool called 'Provision Mapper' to record your learning plans - your parents can see and comment on this. In addition, we use class dojo to communicate daily with our parents.

How does the school make sure that I am happy at school?

We use lots of things like Thrive-style support/TIS (Trauma Informed Schools) and class worry boxes but we also think carefully about EVERYTHING that is happening at school.

How do teachers and other staff make sure that I feel safe at school?

We talk to you all the time about staying safe. Staff wear badges so you know who everyone is. We keep the doors and gates locked during the day. If you are ever worried about anything you should talk to a member of staff. If you are really worried about something make sure you talk to Mr Riggs who is the safeguarding lead, or Mrs Dustan who is the deputy safeguarding lead.

Who can help me and the staff at school if we need extra help?

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Mrs McHale and Mr Riggs can contact lots of people who can help e.g. staff at other schools or specialist people like Educational Psychologists or Speech and Language therapists. We will ask these people for help if we are still finding things hard at school, even after some extra help.

How are the staff at school trained in SEN?

Mrs McHale has a university qualification in 'co-ordinating Special Educational Needs' and all other staff have had other training to help too e.g. in thrive and helping pupils with things like reading and spelling.

How will the school make sure that ALL children, including those with SEN can take part in trips?

When we plan trips, we plan in advance to make sure that it is suitable for everyone. We talk to you and your parents if there are any problems when organising a trip.

How accessible is the school environment?

The school is accessible to all pupils and parents and we can make changes if we need to. (we have an accessibility plan which gives more details about this). We are always working to make the school more accessible.

How will school prepare me for changes (transitions)?

We plan time for working through these e.g. visiting your new classroom or new school. We also do lots of work through our school values and thrive-style sessions about things like changes so that we have strategies to cope.

How is SEN support paid for?

The government gives the school a little bit of money which pays for resources and staff to help. Sometimes we get extra money from our Academy Trust for extra resources. Some pupils have extra funding if they need extra support.

How am I assessed to see if I need extra support?

Teachers know you very well and they know what you can and can't do through your learning. We can also see in things like tests whether there are things you are finding harder than other people in your class. When we've tried everything, we might do some extra tests e.g. a dyslexia screening test, to see if there is anything else we can try!

Who can my parents contact for further information?

Mrs McHale is the Special Educational Needs Co-ordinator. Mr Riggs is the Head of School.

How is this information reviewed?

Mrs McHale talks to staff, parents and pupils each year about this information to try to make sure it is up to date and easy to read!

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Rebecca Harris

rmchale@stbarnabasmat.com

Braddock C of E Primary School, East Taphouse Liskeard, Cornwall, PL14 4TB, Tel: 01579 326136

For further advice and support visit Cornwall's local offer website:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

Braddock Primary School
Part of the St Barnabas Multi Academy Trust
SEN Information Report





Want to know more?

Here is what, how and why we do what we do...

1) Aims and objectives

The St Barnabas MAT Board of Directors and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has identified special educational needs and those needs will be made known to all who are likely to work with them.

The staff in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Head of School and SENDCo will meet and report regularly on the policy and effectiveness of the school's work for pupils with special educational needs, the results of which are available upon request.

The staff will work hard to ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs.

The staff of the Multi-Academy Trust will share good practice, ideas and resources to support the progress of our pupils, including those with SEND e.g. through SEND networking and meetings with other SENDCos in the MAT (Multi- Academy Trust).

2) Responsible Persons

The person co-ordinating and responsible for the day to day provision of education for pupils with special educational needs is Mrs R McHale (SENDCO) in partnership with the Head of School (Mr Riggs).

3) Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. We seek to create unique opportunities for ALL of our pupils, including those with SEN.

4) Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational needs to match the nature of their individual needs and all school staff will work together to keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes. These will range from day to day notes made by the teachers and teaching assistants to whole school intervention tracking and assessment using systems such as 'Otrack' and 'Provision Mapper'.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Tasks and activities may be broken down into a series of small and achievable steps where needed.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

The 'SEN information report' and 'SEN policy' for Braddock School is published as a joint document on the school website and local authority forums e.g. Family Information Service website, in order to inform prospective parents and other interested parties about how we support pupils at Braddock Primary School. This is updated at least annually.

Details regarding accessibility can be found in a separate accessibility policy.

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5) Admission Arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. (please see Admissions policy)

Prior to starting school, parents/carers of children with a Statement of SEN/Education Health Care Plan (or plan pending) will be invited to discuss the provision that can be made to meet their identified needs.

6) A graduated response at a school-based level

If a pupil fails to make progress in spite of some ongoing additional support they may be given an IEP (individual education plan/learning plan in order to tailor their learning. This means we are 'monitoring' the pupil and will review within 1-2 terms.

If they continue to find aspects of school difficult in spite of support, and/or show signs of difficulty in some or any of the following areas:

- communication and interaction
- learning and cognition
- social/emotional/mental health
- physical/sensory

the school will place the pupil onto the 'record of need' at a school based level of support that is additional to and different from the differentiated curriculum. This will be evidenced through an IEP (individual learning plan/learning plan) that identifies the child's needs.

Provision will match the needs of the pupils. Care will be taken when timetabling provision to ensure that the pupils are able to gain access to the full curriculum, taking it on a case by case basis, i.e. considering where the pupil's primary need is.

The resources allocated to pupils who have non-'EHC-plan' Special Educational Needs will be deployed across classes to support these individual education plans at a school based level as outlined in the revised Code of Practice. Parents will be informed and wherever possible/appropriate pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate external support services and the 'pupil passport' will be amended accordingly within the school-based level of additional support. Where necessary pupils will be referred to the SENDCO for diagnostic testing to build on a profile of the child's strengths and weaknesses e.g. using a dyslexia screening test or standardised reading test to assess support needed in situations like tests.

7) Identification and Assessment - a Graduated Response

If progress is still not made despite the involvement of external agencies and external advice, the child may be assessed for a statutory assessment of special educational needs (The Education Health Care plan, EHC). The appropriate forms will be used for recording and referral as necessary.

The progress of children with special educational needs will be reviewed through formative and summative assessments. SEN reviews will be held at least twice a year as part of the whole school 'Termly Learning Conference' cycle (with an additional meeting offered in the summer term). Additionally, the progress of children with an EHC Plan will be reviewed annually, as required by legislation.

Progress of interventions is measured through pupil progress meetings and whole school intervention tracking e.g. using 'Provision Mapper'. Action will be taken following on from this using 'Assess-Plan-Do-Review'

Detailed records will be kept of the pupils receiving extra support. This will include individual pupil files, intervention tracking e.g. on 'Provision Mapper', electronic secure filing, and up to date record of need and whole school assessment data e.g. using 'Otrack'. Records of children's SEN support and progress will be passed on to the child's next school if they move or as they move to secondary school.

8) Resources

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The MAT allocates an amount of money for SEND pupils. These funds are mainly devoted to the purchase of Teaching Assistant hours. This is allocated by the Head of School under the Guidance of the Academy Principal and Business Manager.

The school currently has 13 children on the Record of Need, with no children currently on an EHC plan.

The class based teaching assistants will provide the majority of additional support and intervention where needed

Mrs Rebecca McHale leads on Social and Emotional Health (with experience of Thrive training and Trauma Informed Schools - TIS) in school. Mrs Finch is also a TIS Practitioner (previously Thrive). We use an online program called 'motional' to help us with ideas and plans for our pupils with social, emotional and mental health difficulties. All other staff will support action plans for pupils who are on this program.

9) Liaison

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with external agencies for some pupils with SEN (and some without).

The school has links to Liskeard School & Community College and liaison is maintained particularly with regard to transition issues, and as such good contact is maintained by the school.

10) Arrangements for the Treatment of Complaints

The procedure for managing complaints is outlined in the School/MAT complaints procedure and can be requested from the school office if needed.

11) Staff Development

In-service training needs related to special educational needs will be identified by the Head of School as part of whole school and MAT development.

12) Working with Parents

The school will actively seek the involvement of parents in the education of their children e.g, through termly learning conferences, regular conversations, invitations to formal meetings and parent forums. A record of significant conversations and outcomes, as well as key points about a pupil's background are kept by all staff for key pupils in school, including those with SEN using 'Provision Mapper'. This is monitored regularly by the SENDCo and Head of School

13) Pupil Participation




At Braddock we are passionate about Pupil Voice. As part of this we will seek the views of ALL pupils including pupils with SEN, through individual pupil conferencing and class forums. Talking about learning is an integral part of life at Braddock.

14) Evaluating Success




This policy will be kept under regular review. The MAT Board of Directors and Head of School will gauge the success of the policy through visits and regular contact with the school and with the SENDCo and by monitoring and reviewing progress (both academically and otherwise).

A detailed view of support and provision offered by our school




1. Listening to and responding to children and young people

<p style="text-align: center;">Whole school approaches The universal offer to all children and families</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Lesson opportunities ✓ PSHE discussions ✓ Pupil forums ✓ Pupil conferencing ✓ 'Worry monsters' ✓ School questionnaires ✓ School councillors ✓ School newspaper 	<ul style="list-style-type: none"> ✓ Individual pupils have regular opportunities to talk to an adult in school about concerns and difficulties where needed ✓ Thrive-style/TIS (Trauma Informed Schools) 	<ul style="list-style-type: none"> ✓ Safeguarding procedures ✓ Referrals e.g. to family support, counselling services

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Regular face to face, phone and email contact between teachers and parents ✓ Parents evenings & regular reporting ✓ School website/social media ✓ Weekly newsletter ✓ Regular fundraising events led/supported by the PTA ✓ Parent forums attended by the leadership team and MAT principal ✓ Use of 'class dojo' for day to day communications between home and school 	<ul style="list-style-type: none"> ✓ Parents evening and SEN reviews as needed ✓ Additional parents appointments for more sensitive issues 	<ul style="list-style-type: none"> ✓ Signposting to external agencies ✓ TAC (Team Around the Child) and CAF (common assessment framework) meetings ✓ Safeguarding procedures ✓ Ongoing dialogue ✓ Referrals e.g. to family support ✓ Use of 'provision mapper' for sharing and reviewing IEPs and other individual plans.

3. The curriculum

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

<ul style="list-style-type: none"> ✓ A dynamic, child-led curriculum ✓ Outdoor learning lessons ✓ Flexible groupings ✓ Resources to support learning e.g. word mats for topic, cubes for maths ✓ Differentiated activities to support and challenge ✓ Writing & Maths targets ✓ Pre/post tutoring ✓ Dyslexia friendly 'tools' and 'strategies' ✓ Carefully planned ks1 phonics program (Read Write Inc) ✓ Thrive-style/TIS activities and strategies ✓ Laptops and chrome books ✓ Interactive whiteboards ✓ Regular reading with an adult ✓ Visual timetables ✓ White Rose Hub planning ✓ Use of online resources to aid planning e.g. access to twinkl website ✓ Use of online resources such as timestable rockstars and accelerated readers to support English and Maths ✓ Use of 'google slides' to frame sessions ✓ Use of accelerated reader, fiction express and other online systems that can be pitched at all levels 	<ul style="list-style-type: none"> ✓ Additional interventions to support pupils as needed for example: ✓ Handwriting ✓ Daily and targeted reading ✓ Thrive- style support/TIS ✓ Gifted and Talented opportunities such as visits to Plymouth university for maths sessions in year 5 and 6 ✓ Phonics catch up programs as needed for pupils in key stage 1, and in some cases, key stage 2 ✓ Flashcards for fluent reading ✓ Online resources for support/extension e.g. timestable rockstars and fiction express 	<ul style="list-style-type: none"> ✓ More specialised and tailored versions of programs identified in the 'targeted' section e.g. in smaller groups or 1:1 ✓ 1:1 support/provision e.g. support in class or more tailored support outside of the classroom e.g. social stories for pupils with social difficulties ✓ We use online learning tools to support basic skills e.g. timestable rockstars and fiction express
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and families</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<ul style="list-style-type: none"> ✓ A Read Write Inc based program of phonics to lead on phonics setting and assessment 	<ul style="list-style-type: none"> ✓ Laptops/chrome books for extension/support 	<ul style="list-style-type: none"> ✓ Training for pupils with specific needs e.g. up to date


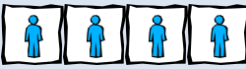

<ul style="list-style-type: none"> ✓ Use of 'White Rose Hub' planning co-ordinated by the MAT Maths lead to ensure that Maths teaching matches the curriculum and to support staff to provide 'mastery' activities in Maths lessons ✓ Ongoing and regular training for all staff in English and Maths through our Trust and other partner schools ✓ An ongoing whole school 'Thrive-style/TIS' ethos including whole class activities during times of transition e.g. learning to learn week and activities ✓ Whole school focus on Christian values ✓ Staff performance management ✓ Whole school intervention monitoring ✓ Pupil progress meetings ✓ Continued professional development and training for staff ✓ Support through the Multi-Academy Trust to share good practise and for expertise to be used appropriately and widely. ✓ Regular moderation meetings within our academy trust e.g. comparing writing across the MAT. ✓ Cluster meetings within the Multi-Academy trust e.g. SENCOs and EYFS leads ✓ Laptops/chrome books ✓ Dyslexia friendly tools and strategies ✓ Learning conferences ✓ Pupil conferencing ✓ Online activities to support the curriculum in an enjoyable way e.g. timestable rockstars, accelerated reader 	<ul style="list-style-type: none"> ✓ Online activities to support the curriculum in an enjoyable way e.g. Timestable Rockstars, Accelerated Reader 	<p>first aid training, training in using visuals</p> <ul style="list-style-type: none"> ✓ We use online learning tools to support basic skills e.g. maths and English games ✓ Time and support to access online activities to support the curriculum in an enjoyable way e.g. Timestable Rockstars, Accelerated Reader
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and families</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<ul style="list-style-type: none"> ✓ Learning tools e.g. cubes for maths available in each classroom ✓ Job roles available to many pupils 	<ul style="list-style-type: none"> ✓ Transition activities for pupils moving to 	<ul style="list-style-type: none"> ✓ Interventions such as social stories and

<ul style="list-style-type: none"> ✓ Self and peer assessment in marking ✓ Purple and blue pens to respond to marking ✓ Classroom displays for learning and celebration ✓ Class forums to share views ✓ Chrome books/laptops to support learning ✓ PSHE lesson discussions and debates ✓ 'open/optional' topic based homework tasks ✓ Outdoor learning activities ✓ School residential trips for ks2 and overnight stays for ks1 ✓ Thrive-style/RIS strategies and activities ✓ Daily maths homework 	<p>secondary school as needed e.g. learning how to read a time table, finding out what equipment they will need, where they will need to go to catch the bus</p> <ul style="list-style-type: none"> ✓ Thrive-style/TIS approach to support and teach self help skills, independence and confidence, 1:1 activities with a trained practitioner 	<p>sticker systems for communication difficulties and to encourage good behaviour choices</p> <ul style="list-style-type: none"> ✓ More tailored transition activities for pupils moving to secondary school e.g. working in partnership with the secondary school to support extra visits
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6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ PSHE/learning to learn activities for all classes ✓ School staff available for pupils at all times of the day ✓ Class TAs are also dinner supervisors ✓ Whole school focus on Christian values including whole school activities and assembly themes ✓ Thrive/TIS style support ✓ Class dojos and regular tracking of behaviour using sims to help with 'pattern spotting' ✓ Regular Health and Wellbeing weeks including a learning to learn ✓ PSHE activities promoting good mental health and on themes such as bullying ✓ Exploration of mindfulness ✓ PSHE planning in line with national curriculum expectations 	<ul style="list-style-type: none"> ✓ There is ongoing information sharing within school, so that all staff are aware of the best strategies for supporting different pupils ✓ More tailored workshops such as Anti-Bullying workshops as needed ✓ 1:1/small group Thrive-style/TIS activities 	<ul style="list-style-type: none"> ✓ 1:1/small group Thrive-style/TIS activities ✓ Counselling services or other external agencies ✓ Safeguarding procedures




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<ul style="list-style-type: none"> ✓ Year 5 and 6 playleaders/lunchtime monitoris ✓ Whole school assemblies to support exploration of social and emotional topics ✓ We teach E-safety as part of our ICT curriculum, to ensure that pupils are safe online ✓ Worry boxes ✓ Extra curricular clubs ✓ Reflective areas 		
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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and families</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Pupil playtimes in mixed year groups ✓ Children of all year groups sit together at lunchtimes ✓ Fundraising social events by PTA and the school ✓ Lunchtime playleaders and monitors ✓ Use of talk partners ✓ Online collaboration using google classroom ✓ Extra curricular clubs ✓ Thrive-style/TIS approach to support social skills ✓ Shared forums on online games e.g. Timestable Rockstars and athletics 	<ul style="list-style-type: none"> ✓ Opportunities for older pupils to mentor younger pupils e.g. play leaders 	<ul style="list-style-type: none"> ✓ Speech and language support for pupils that need support in making conversation with others ✓ 1:1/small group Thrive-style/TIS activities

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

<p>Whole school approaches The universal offer to all children and families</p>	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p>

<ul style="list-style-type: none"> ✓ Arena help us to deliver an all round curriculum ✓ Regular use of school grounds and local area for learning opportunities ✓ Pupils work is displayed throughout school, in a range of ways. ✓ Classrooms include a good mix of celebration of pupils' work and working walls to support pupils' learning ✓ School achievements are celebrated in the local media ✓ Residential trips with other children in the MAT ✓ Safe use of laptops/chrome books with e-safety lessons to support ✓ Thrive approach to promote positivity and a happy environment ✓ Use of class dojo for praise and reward 	<ul style="list-style-type: none"> ✓ Adaptations are made to the learning environment to suit individual or group needs e.g. sitting on a cushion or a carpet square in assembly (for pupils with sensory issues) and care taken with moving through school for pupils with physical difficulties, a 'safe space' for pupils that needed 	<ul style="list-style-type: none"> ✓ The school constantly reviews and seeks out budget opportunities to support the development of the school grounds for easy and comfortable access ✓ Changes can be made if needed

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and families</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<ul style="list-style-type: none"> ✓ Communications between different stages e.g. discussions with Liskeard School and Community College as pupils move to year 7 and visits to the local nursery for new starters ✓ Transition time for all pupils in the summer term where pupils experience their new classrooms. ✓ Parents invited to parent forums to discuss concerns and ideas ✓ Transition day for secondary school is supported 	<ul style="list-style-type: none"> ✓ Additional transition activities for year 6 moving to year 7 as needed e.g. for pupils with social difficulties, pupils with dyslexic difficulties or if parents are simply concerned. 	<ul style="list-style-type: none"> ✓ Meetings, telephone discussions or email communication with key members of staff in the new or old settings ✓ Detailed records are kept and



<ul style="list-style-type: none"> ✓ Liaison with staff from the secondary schools ✓ Open afternoons ✓ Developing confidence using laptops and chromebooks in preparation for secondary school ✓ Thrive-style/TIS approach to support transition 	<ul style="list-style-type: none"> ✓ Liaison with the secondary school and other external agencies for ideas e.g. Educational Psychologist, Speech and Language Therapist and access to TCC Summer School for pupils ✓ 1:1/small group thrive-style/TIS activities 	<p>passed on to new settings as part of this process</p>
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details/Further information (including where to find information about referring)
St Barnabas Multi Academy Trust - partner schools	Support each other through the Multi-Academy trust. e.g. regular meetings and sharing good practise Millbrook CE Primary School Braddock CE Primary School Quethiock CE Primary School St Martins CE Primary School St Nicolas CE Primary School Antony CE Primary School	<p>https://braddock.cornwall.sch.uk/ Braddock CE Primary School East Taphouse Liskeard Cornwall PL14 4TB 01579 326136 https://braddock.cornwall.sch.uk/</p> <p>https://st-martins.cornwall.sch.uk/ St. Martin's CE Primary School Lake Lane Liskeard Cornwall PL14 3DE 01579 344042 shatherley@stbarnabamat.com</p> <p>https://quethiock.cornwall.sch.uk/ Quethiock CE School Quethiock Liskeard Cornwall PL14 3SQ 01579 343588 hnewbitt@stbarnabamat.com</p> <p>https://millbrook.cornwall.sch.uk/ Millbrook CE Primary School Blindwell Hill, Millbrook Torpoint, Cornwall</p>



		<p>PL10 1BG 01752 822471 cpeters@stbarnabasmat.com</p> <p>https://st-nicolas.cornwall.sch.uk/ St Nicolas CE Primary School Downderry Torpoint Cornwall PL11 3LF 01503 250565 https://st-nicolas.cornwall.sch.uk/</p> <p>https://antony.cornwall.sch.uk/ Antony CE Primary School Antony Torpoint, Cornwall PL11 3AD 01752 812555 nmatthews@stbarnabasmat.com</p>
Liskeard School & Community College	<p>LSCC are our main link secondary school, many of our pupils attend LSCC when they leave us in year 6. As such we work in partnership with them to ensure the transition to secondary school is a comfortable and confident once for all our school leavers. We also work with LCC in other areas such as sports competitions and art projects</p>	<p>Liskeard School & Community College Luxstowe Liskeard Cornwall PL14 3EA Tel: +44(0)1579 342344 https://www.liskeard.cornwall.sch.uk/contact</p>
Early Help Hub	<p>What is Early Help? Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or disability.</p> <p>Vision for Early Help Early Help in Cornwall aims to ensure that services to support children, young people and their parents are there when they need them. Early Help is about identifying problems at an early stage and providing purposeful and effective help as soon as possible once they have been identified, working with families to solve those problems before they get worse.</p> <p>What is the Early Help Hub? The Early Help Hub is the single point of access for council and community based health Early Help services for children, young people and families in Cornwall. This is the point of contact for advice and requests for support for a child or young person who:</p> <ul style="list-style-type: none"> ● May have additional needs that cannot be met solely by universal services and; ● Where there is no perceived risk of significant harm. 	<p>www.cornwall.gov.uk/earlyhelphub 01872322277 earlyhelphub@cornwall.gov.uk</p>
Family Information Service (FIS)	<p>The Family Information Service is service provided in Cornwall to bring together a wealth of information for parents and professionals alike, about what is available to support families in Cornwall. It is a great starting point for finding out extra information on the services we work with as a school, as well as services provided for families. It has many useful links and contacts on the website. They are a very supportive team who are always happy to answer your questions, if it can't be found on the website.</p>	<p>visit http://www.cornwallfisdirectory.org.uk/</p> <p>Family Information Service Cornwall Council 39 Penwinnick Road St Austell Cornwall PL25 5DR</p>



		<p>Tel: 0800 587 8191 Tel: 01872 323 535 Email: fis@cornwall.gov.uk</p>
Multi Agency Referral Unit (MARU)	<p>Here we can seek advice and make referrals in cases of child protection.</p>	<p>http://www.safechildren-cios.co.uk/ Who to contact if you have concerns about a child: Multi-agency Referral Unit - 0300 123 1116 Out of Hours Service - 01208 251300 MultiAgencyReferralUnit@cornwall.gcsx.gov.uk</p>
The Speech and Language Team	<p>The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing. They support us by carrying out assessments and 1:1 sessions, as well as providing us with resources to support our pupils</p>	<p>contact can be made through the Early Help Hub above.</p>
The Autism team/ Autistic Spectrum Disorder Assessment team (ASDAT)	<p>The Autistic Spectrum team support us in providing for pupils with a diagnosis of Autism. We work closely with them to provide resources and support to pupils and their families. The ASDAT team is the more specialised assessment team, who work mainly in diagnoses of Autism. We contact the ASDAT team if we are seeking information on assessment.</p>	<p>https://www.cornwallft.nhs.uk/services/childrens-services/asdat-team/</p>
The Educational Psychologist (EP)	<p>We work with Cornwall Council to provide an EP service for pupils with particular needs. This is a very specialised service, where referrals are made if pupils meet certain, specific criteria. They also provide us with a consultations service where we can seek advice and resources for anonymous pupils. The EP service also provides a phone line for parents and professionals. This is a confidential line for seeking advice. It is available Wednesdays from 2pm-5pm. This aims to provide quick and easy access to professional advice; a listening ear; working together to find solutions; and signposting to other services if appropriate</p> <p>For additional cases, we work with other local EPs e.g. for further assessment, support and activity sessions. We pay for these additional services.</p>	<p>visit http://www.cornwall.gov.uk/</p> <p>Dr Hayley Jarrett Educational Psychologist Cornwall Council Together for Families hayley.jarrett@cornwall.gov.uk Tel: 01579 341271 Internal: 441271 Mobile: 07973 497132 Graylands, Dean Street, Liskeard, PL14 4AE</p> <p>EP phone line: 01872 322888</p>
The Cornwall Dyslexia Team	<p>We work with a dyslexia advisor and the Cornwall Council dyslexia team. We work with them in different ways including consultations, advice, referrals, work with pupils, dyslexia screening tests, advice for parents and support in working towards the 'dyslexia friendly schools' award. We work closely with our advisor, who provides her services through the dyslexia team. Please also see our Dyslexia leaflet for further information.</p>	<p>www.dyslexiacornwall.org.uk enquiries@dyslexiacornwall.org.uk</p> <p>Jo Davidson is our link advisor.</p>
Hearing Support Team	<p>The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people who are affected temporarily or permanently by some degree</p>	<p>Hearing Support Team</p> <p>The Educational Audiology Centre, Priory Road,</p>



	of educationally significant hearing loss. Their support includes hearing tests in Year 1 and additional referrals for support if required	St Austell, PL25 5AB 01726 61004 Text: 60030 Email: hearing.support@cornwall.gov.uk
School Nurse	<p>School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.</p> <p>School Nursing Cornwall offers health assessments to all children when they start primary and secondary school. This information is used by the NHS to help plan and improve services for children.</p> <p>As well helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school.</p> <p>We also work with the epilepsy nurse in our area for training and support for individual pupils</p>	Contact and referrals can be made through through Early Help Hub above.
Vision Support Team	The team work with children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years settings and schools to enable them to overcome barriers to their education caused by their vision loss.	Vision.support@cornwall.gov.uk
Occupational Therapy Team	Our Occupational therapy team are based in Plymouth, at the Child development centre. Our colleagues at Occupational Therapy support us to provide support for pupils who have sensory or functional needs, so that they can become as independent as possible. They often work with us through referrals or on a consultation basis	<p>Contact name Mrs Sue Frise Contact position Service Line Manager Community Paediatrics Telephone 01752 439418</p> <p>Plymouth Child Development Centre Address Scott Business Park Beacon Park Road Plymouth Postcode PL2 2PQ http://www.plymouthhospitals.nhs.uk/</p>
Braddock church	We work with the local church to provide and enriched, community based curriculum. The church supports us in some of our work in school, and we support the Church through attendance to regular services and participation in community activities. They also support us in the spiritual and emotional development of our children in various ways.	The Church Centre, Church Street, Liskeard, Cornwall, PL14 3AQ https://www.smartchurchliskeard.co.uk/
Child and Adolescent Mental Health Services (CAMHS),	<p>Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18.</p> <p>The service helps children and young people deal with emotional, behavioural or mental health issues. These include: Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem Problems with behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss</p>	Contact can be made through the Early Help above.

Braddock Primary School
Part of the St Barnabas Multi Academy Trust
SEN Information Report



	We can seek advice or make referrals for special cases.	
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