Alverton School

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

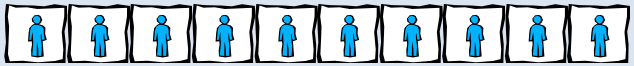
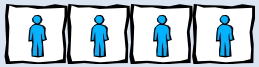
Alverton School is an inclusive school, meeting the needs of all children in its care.

Link to Special Educational Needs Policy	Link to Equality and Diversity Policy	Link to Access Plan .....

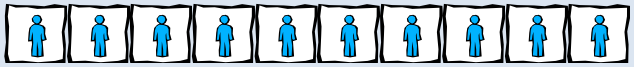
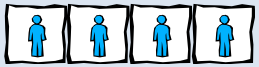
Name and contact details of the Special Educational Needs and Disabilities Coordinator: Helen Hughes 01736 364087

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

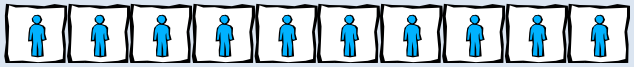
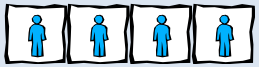
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ The views and opinions of all pupils are valued. ✓ Pupil voice is represented in all areas of school life. ✓ Pupil voice is heard through: - School Parliament - School Council - Questionnaires - Consultations - Bully Busters - House meetings - Pupil conferencing - Annual 360° Survey	✓ Pupils with SEND are included in all consultation groups. ✓ Additional provision is developed in light of pupil need e.g. 'Draw and Talk'. ✓ The Pastoral Team, including trained Thrive practioners, support pupils.	✓ Individual support is responsive to the views of the pupil – pupils are involved in personal plans, rewards, sanctions etc. ✓ Pupils are supported in person centred planning and target and outcome setting, guided by a key worker. ✓ Advocacy is available to ensure the pupil's voice is always heard from outside agencies if required e.g. Barnardos. ✓ Learning Passports and other documents are presented in a format that is accessible to the pupil.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
✓ The school works in partnership with all parents and carers. ✓ The parents/carers of all pupils attend parent/carer evenings, key stage class meetings at the beginning of the year and EYFS new parents meetings. ✓ Pupil's reports are sent home at the end of each term. ✓ Parents are invited into school for various events: - Open days/evenings - Class/special assemblies - Celebrations e.g. Mazey Day Parade and Christmas performances. - End of project exhibitions. ✓ The school encourages dialogue between families/parents and school through: - Reading diaries - Individual home/school books - Texting service - Weekly newsletter - Termly curriculum information letters - Parents' Evenings. ✓ Parents/carers know exactly who to contact if they have any concerns.	✓ Parents are able to contact the school re concerns at any time. Appointments/enquiries can be made through the school office. ✓ Families are invited to attend information sessions re supporting their young person at home e.g. literacy and numeracy skills, parents group for pupils with SEND. ✓ Virtual sites e.g.' My Maths' are available so that there is less confusion at home for young people with SEND. ✓ Autistic Champions have been identified and trained.	✓ Parents/carers are supported in attending, and are actively involved in, all TAC/Early Support meetings and reviews. ✓ Parent/carer's views are an integral part of TAC/Early Support meetings and SEN reviews. ✓ Advocacy, if required, is available to ensure the above. ✓ The school has a named Family Support Worker. ✓ All documentation is presented in a format that is accessible to individual parents. ✓ Parents are encouraged to join in with school trips. ✓ Parents are encouraged to support their child with one-to-one reading and other homework.

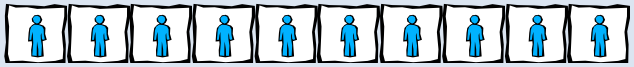
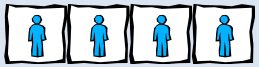
✓ The website enables parents/carers to understand more about what their young person is learning. ✓ The school operates an open appointment system for all parents bookable at the school office.		

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ The curriculum is designed to ensure the inclusion of all pupils. ✓ All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. ✓ Planning includes differentiated learning outcomes to provide all pupils with appropriate challenges. ✓ On-going assessment of pupil's progress and attainment ensures all pupils progress at their expected level. ✓ EYFS curriculum delivered through an holistic approach to all areas of learning. ✓ Effective use of ICT embedded across the curriculum, including e-safety. ✓ All pupils are able to boost their independent learning and Literacy skills through school based programmes. ✓ Assessments (including dyslexia	✓ A small number of pupils have the opportunity to access a bespoke curriculum. ✓ Intervention packages are based on the individual pupil's specific needs. ✓ The progress of pupils taking part in intervention groups is assessed and reviewed at least half-termly. ✓ Intervention packages are adapted in light of pupil's progress. ✓ Small group intervention includes: - Literacy – reading, comprehension spelling, writing etc. - Handwriting - Maths - Speech and language - Keyboard skills - Social skills – nurture group, Time to Talk.	✓ Pupils are supported in accessing both in school and extra-curricular activities regardless of their SEN and/or disabilities. For example pupils with a physical impairment and those with behavioural difficulties are given the support they need to access trips and residential camps. ✓ Pupils with additional needs and/or disabilities can access the curriculum with adult support as appropriate. ✓ In exceptional circumstances some pupils may follow a reduced timetable or dual placement with PAPA. This must be agreed by all involved. ✓ One-to-one intervention includes: - Dyslexia programmes – Toe-by-Toe, 'Nessy', P.A.S.S. - Maths – Rapid Maths, Power of 2. - Reading

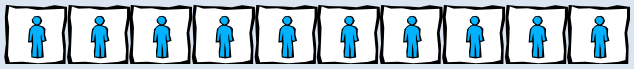
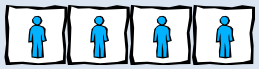
testing) are used to identify pupils who needs specific interventions. ✓ REAL Projects ensure a cross-curricular approach where all subjects are inextricably linked and which engages and excites children through its relevance to the real world, exciting outcomes and focus on challenge-based learning.		- Social skills – 'Draw and Talk, anger management - Autism champion

4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
✓ The whole school uses a 'dyslexic friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils. ✓ The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. ✓ Different level groupings are identified in Upper Key Stage 2; pupils are made aware that for some of the morning they will be taught in these groups. ✓ Learning Objectives are displayed and discussed using 'WALT' (We Are Learning To..) ✓ Differentiated success criteria are developed, displayed and discussed with the pupils through the use of rubrics. ✓ Students work is be regularly marked with purple pen. Pupils receive effective oral and written feedback. ✓ Literacy/Maths is a priority for all staff: key skills and terms are displayed in all classrooms and are regularly discussed with all pupils. ✓ Alternative ways of recording are used	✓ Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. ✓ Teaching assistants/class teachers work with small groups to: - Ensure understanding - Facilitate learning - Encourage independence ✓ Independent pupil learning is supported by the use of technology, for example: - iPads - Laptops - Dictaphones - Talking Tins. ✓ Special arrangements are put in place for SATS and tests. ✓ Homework support is available as needed. ✓ Teaching Assistants are fully involved in monitoring pupil's attainment and progress in class and groups, including next steps and reinforcement, through use of feedback forms and specific teacher /	✓ When required, personalised and highly differentiated work is provided enabling independent learning. ✓ One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. ✓ Learning Passports and reviews track individual targets and progress. ✓ Advice and guidance is sought from outside agencies to inform and enhance teaching and learning, which includes Outreach from Nancealverne, EP, Behaviour service, Hearing and Visual advisers, Autism Team, Dyslexia Team, Speech and Language, O.T.

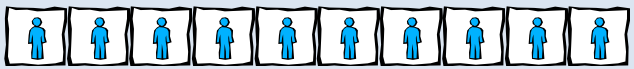
and encouraged across the curriculum. ✓ Pupils are encouraged to become independent learners and to take responsibility for their own leanring. ✓ Timetables, written and visual, are displayed in the classrooms. ✓ Classes have effective rewards systems in place linked to the whole-school rewards and sanctions systems.	T.A. meetings. ✓ Teachers are responsible for planning all activities including small group intervention. ✓ Appropriate training is given to all staff to develop knowledge of both the curriculum and SEN.	

5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		

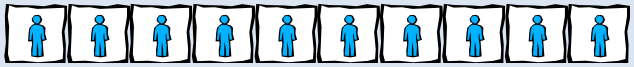
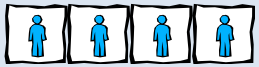
✓ Pupils are encouraged to use self-help strategies before asking an adult e.g. ask a friend, use resources on table or walls. ✓ Technology is available to aid independence. ✓ Resources are available in all classrooms to help promote independence, which include overlays, highlighters, dictionaries, equipment pouches in Y5/6 etc. ✓ Pupils can access a regular homework club at lunchtime. ✓ All classes have consistent routines and behaviour expectations which help promote independence.	✓ Teaching assistants in the classrooms help facilitate independence. ✓ Pupils have personalised equipment to help them learn, such as talking Tins, overlays, timers, number lines and grids. ✓ Pupils have access to: - visual timetables - task cards/boards - prompt cards - traffic light system - time out signals/cards - 'catch me cards'	✓ Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find help for themselves, e.g. asked peers, checked books or task cards etc. ✓ Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. ✓ Personalised task boards and timetables are in place to support independence. ✓ Individual plans e.g. behaviour plans, Learning Passports and target and promote self-help and independence.

6. Health, wellbeing and emotional support

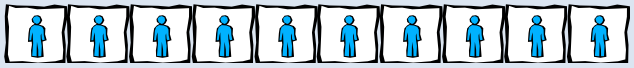
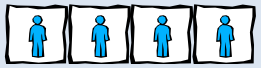
Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
✓ PHSE provision includes all pupils. ✓ There is a named member of staff who coordinates provision for pupils with wellbeing, emotional, physical and	✓ Vulnerable pupils are encouraged to go to a named place of safety for 'time out', if required. ✓ A member of staff is available at	✓ The school has a named Children in Care coordinator. ✓ TACs, Early Support meetings and reviews are supported by a range of

mental health needs. ✓ The School Council and Parliament obtain and debate views of pupils from across the school. ✓ Pupils support each other through the Bully Busters, peer mentors, lunch time buddies. ✓ Pupils have access to the school nurse through a referral system. Sessions are private and confidential. ✓ Bereavement counselling is available through the Penhaligons Friends. ✓ Pupil issues are dealt with by trained staff as they arise. ✓ Risk assessments are made for; - All school trips - Camps - Activities on site - All equipment ✓ The school employs a P.E. coach and runs after school clubs ✓ The majority of staff are trained in First Aid. ✓ The school promotes a positive environment with excellent staff role models.	lunchtimes for pastoral care. ✓ Time limited and monitored groups address: - Self-esteem - Social skills - Life skills - Anger management. ✓ Risk assessment are carried out.	agencies. ✓ Boxall profiling or similar is used to tailor provision to need. ✓ Additional support for pupils can be requested from: - CAMHS - Social Care - Dreadnought - Scallywags - Behaviour Support Service - PAPA - Penhaligans Friends - Barnardos - Music therapy - BF Adventure - Educational Psychologist ✓ Pupils with specific medical conditions have individual health care plans. ✓ Some staff are trained in 'Team Teach' ✓ Two members of staff are trained to use 'Draw and Talk'. ✓ Pupils have access to a multi-sensory room in the adjoining nursery. ✓ Guidance and advice from other agencies e.g. Occupational Therapist, Physiotherapist, hearing and visual support is incorporated into the classroom and other activities where appropriate. ✓ 1:1 Nurture / Pastoral support is available for those children who need it, including from trained Thrive practitioners.

7. Social interaction opportunities

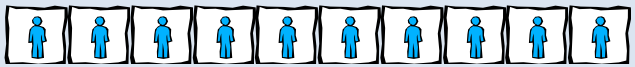
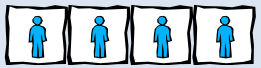
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ All pupils have opportunities for social interaction regardless of need. ✓ All pupils are invited on trips and visits, including overnight stays. ✓ Pupils have opportunities to interact with pupils from other schools, including secondary schools. ✓ Pupils have the opportunity to meet with visitors to the school. ✓ Y5/6 Penpals project.	✓ Peer mentors at buddies support more vulnerable children. ✓ Autism Champions review opportunities for social interaction for pupils with autism. ✓ The school has a member of staff who provides Nurture / Pastoral Support to those pupils who need it. This may be provided as a group and encourages and promotes self-esteem and social interaction for some pupils. ✓ Trained teaching assistants run 'Socially Speaking' and 'Time to talk' groups.	✓ Pupils are individually supported by TAs to enable them to join in with all school curricular and extra-curricular activities. ✓ TAs use social stories with individual pupils. ✓ Alternative means of communication can be used e.g. Makaton signing. ✓ One-to-one speech and language sessions re held in the mornings for individual pupils.

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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ All areas of the school are accessible to everyone including those with SEND. ✓ All areas in the main building have wheel chair accessible classes. ✓ Pupils feel safe and in an environment where bullying is minimal and dealt with effectively. Each class has two nominated 'Bully Busters'. ✓ There is a named Designated Safeguarding Lead (and deputies) and a named 'Children in Care' teacher. ✓ All areas of the school are uplifting, positive and support learning. ✓ All adults focus on rewarding good behaviour to promote a positive learning environment. ✓ The rewards and sanctions system is robust and displayed in the classrooms. ✓ Displays throughout the school promote positive learning outcomes. ✓ The school has a specially adapted shower, toilet and changing facilities. ✓ Each class has a timetable and whole class and individual learning outcomes. WALT (We Are Learning To) is used daily. ✓ Appropriately sized tables and chairs and furniture for each class and school dining	✓ Vulnerable pupils can access a quiet, supervised area when they are unable to cope during unstructured times. There is the opportunity to eat away from the main dining hall if required. ✓ Non-slip, non-breakable equipment is available for some practical lessons. ✓ Some adapted PE equipment is available. ✓ Toilets have been adapted by height.	✓ Specialist equipment in lessons enables disabled pupils to be independent e.g. scissors, writing tools/resources. ✓ Individual pupils have 'sensory diets' to cater for their needs. ✓ There are named adults who are 'Team Teach' trained.

hall promoted appropriate postural management. ✓ The school has a named Health and Safety Coordinator.		

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ There are strong links with all local secondary schools. Pastoral leads identify pupils who may need extra support at transition from primary to secondary. Y7 tutors meet with class teachers and SENDCo. ✓ Pupils visit secondary schools regularly for specific events. ✓ Secondary staff visit and support in school ✓ Taster days are held for pupils in Years 5 and 6. There are two or more induction days for Year 6 pupils and all pupils in Year 6 are invited to attend summer school or weekend sessions in the Autumn Term depending on the secondary schools programme. ✓ EYFS have 'learning together' sessions for transition from nursery to reception. New parents meetings are held in the summer term.	✓ Strategies are in place for pupils who are particularly vulnerable at transition. ✓ Identified pupils may have additional transition visits in smaller groups. ✓ A key-worker will be in place at the secondary school. ✓ If required a transition passport will be put together. ✓ EYFS pupils joining the school with identified needs have additional visits from EYFS staff.	✓ SENDCos from the secondary schools are invited to attend Year 5 and Year 6 annual statement and termly reviews (this can be earlier if parents request it). ✓ The pupil has a keyworker who may visit them in primary school before supporting them in secondary school. ✓ Pupils have a structured and gradual transition package from setting to setting, which ensures they are familiar with routines, key members of staff, timetables, environment etc. ✓ The school SENDCos meet to transfer the Individual Needs files and relevant information. ✓ Vulnerable pupils with TAC support have transition meetings before joining the school. ✓ School liaise with other agencies for

✓ EYFS staff visit children in their feeder settings to discuss individual needs. ✓ Key stage meetings are held in September for all parents. ✓ All pupils have the opportunity to meet and spend a morning with their new teacher. ✓ Pupils new to the school have the opportunity to spend time with their new class. ✓ Teachers meet to pass on information.		vulnerable pupils joining the school.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Special Education Department	Responsible for all the statutory requirements relating to Statements of needs and the ne EHCP	01872 323445
Educational Psychologists	Work with the school and parents/carers to offer advice and support for children with additional needs. Support school staff with training.	01736 336816 Parent advice line open every Wednesday from 2pm-5pm – 01872 32288
Paediatric Occupational Therapists/physiotherapists	Support children with physical and sensory needs and recommend, provide and review resources, exercise programmes etc.	Children's Community Therapy Service 01872 253886
Speech and Language Service	Support the school and parents/carers by assessing and setting targets for children with speech, language and communication concerns and reviewing these half termly.	Children's Care Management Centre 01872 221400 childrens.services@cornwall.nhs.uk
Behaviour Support service	Works with the school, parents/carers and children to provide support and advice for children with behavioural and emotional difficulties. Helps to draw up behaviour plans	01736 571090

	if needed and also supports school staff with training e.g. Team Teach	
Vision Support Team	Works to support children with visual impairments by giving advice and sourcing any additional equipment required. Trains school staff in using any new resources.	01736 571096
Hearing Support Team	Works with school to support identified hearing impaired children. Trains school staff in using resources.	01872 254905
Autism team	Works with school and parents/carers to give advice and support to children already identified as being on the Spectrum. They are not responsible for the diagnosis of autism.	01736336819
Dyslexia Support Service	Works with school to help identify and support children with dyslexia. Runs the Dyslexia Friendly School courses and also offer school staff further training.	
CAMHS	The Child and Mental Health team assess children with a mental health concern. Depending on the assessment outcomes CAMHS may offer support/sessions to the child and family or may recommend actions to be taken in school/family home. They liaise with school on a regular basis to give advice and support.	Children's Care Management Centre 01872 221400 childrens.services@cornwall.nhs.uk
Locality 1 Team, including family Support Worker.	The Locality Team are responsible for the running of all Early Support, TAC, CAF meetings in the area and support the school with the administration of these. They signpost the Family Information service and have access to a whole range of different organisations and services for parents and carers. Alverton school has a named family support Worker who regularly meets with the SENDCo to support and advise on any	01736 336660

	concerns that have been raised by either the school or families. They also run training for school and other staff on a range of issues.	
Outreach worker at Nancealverne School	Liaises with school when requested to observe and assess children who have additional needs. She advises and support the school staff with training and resources that allow these identified children to fully access the mainstream curriculum at their level.	01736 365039
PAPA	Penwith Alternative Provision Academy support the school with children who, for varying reasons, are finding mainstream school difficult to access. They can offer dual registration for short periods to support and guide these children back into full-time education in a mainstream setting.	01736 332341
Penhaligans Friends	Offer bereavement support to affected children and families.	enquiries@penhaligonsfriends.org.uk 01209 210624 or 01209 215889
Dreadnought, BF Adventure	Offer support for children with behavioural, social and emotional issues. Scallywags operates with children and families up to age 7. Dreadnought operates with children above 7 and offers 1:1 or group activities; asks for costs. BF Adventure also offers 1:1 and group activities but also has to be paid for.	Scallywags – 0300 1234 101 Dreadnought Centre – 01209 218764 BF Adventure – 01326 340912
School Nurses	Visit children after referral from organisations. Involved with TAC and Early Support meetings if required.	Children's Care Management Centre 01872 221400 childrens.services@cornwall.nhs.uk

Frequently Asked Questions

Please see below answers for some potential questions you may have about the school. Please do however contact us on 01736 364087 or at secretary@alverton.cornwall.sch.uk should you need to find out further information regarding the School Offer.

- **How does the school know if children need extra help?**

All pupils at Alverton School have access to Quality First Teaching in all classrooms regardless of their needs and abilities. Targets are set and progress is closely monitored half termly. If a child does not meet targets and progress is not at the expected level the class teacher will talk to the SENDCo, Key Stage leaders and parents to discuss what extra help may be required. All intervention groups are closely monitored on a half-termly basis. If the school and parents feel other support is needed, the school has access to different outside agencies who can be called upon to conduct further assessments and give guidance as to how best to move the child forward. The school will use the 'Graduated Approach to Plan Do Assess Review' to monitor the progress of pupils on SEN support.

- **What should I do if I think my child may have special educational needs?**

If you are at all concerned about your child's progress in school or have other worries in a wider context then the first step will be to talk to your child's teacher. Following this the teacher will suggest a meeting with the school SENDCo where both your and the teacher's concerns can be discussed and a plan for the way forward can be put in place. We value the knowledge and contributions that parents/carers bring to their child's education and always listen and act upon their concerns, if required. Meetings can always be arranged by contacting the school office.

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

Ultimately the Governors of the school are responsible for ensuring each child succeeds at Alverton and makes good educational progress.

The Headteacher and Senior Leaders ensure that the policies and targets adopted by the Governing Body are incorporated into the curriculum and extra-curricular life of the school.

Class teachers have the day to day responsibilities for the progress and success of the children in their classes. All adults in the school contribute to the progress and achievement of all the children.

The SENDCo will support teachers to ensure that the needs of all children on SEN support are met within the classroom.

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

Alverton School staff work hard to ensure the curriculum provides breadth and depth and fully supports the learnings needs of all our pupils. Through detailed planning the school provides challenge within all learning outcomes, whatever the level your child may be working at. The school follows and delivers the National Curriculum and every pupil has access to this through careful, differentiated planning in teams.

- **How will school staff support my child?**

All staff at Alverton school have a responsibility to support every pupil from the Early Years to Year 6. The class teacher is responsible for the achievement and progress of your child on a day to day basis. Teaching Assistants in every class supports the teacher in delivering the curriculum as well providing additional support to ensure the health, safety and well-being and social development of all pupils.

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

The school has several ways to report your child's progress to you. EYFS and Key Stage 1 children have reading diaries or similar which go home every day and parents have the opportunity to write comments in these. Key Stage 2 operate a slightly different system and, if required, some children have home/school diaries where more detailed comments from both home and school can be written.

Parent consultation evenings are held in the Autumn and Spring terms where you have the opportunity to discuss your child's progress and to look at their current learning targets. If you wish to have information about your child at other times you are always welcome to speak to your child's teacher; the school requests that you do this at the end of the day or make an appointment at the school office.

Children with additional needs and those with an Education and Health Care Plan will have termly reviews, one of which will be the Annual Statement Review, when the SENDCo and other professionals involved will review and plan for the following year. At the end of each term, the school produces reports for parents/carers. These reports outline learning outcomes and your child's individual strengths and areas for development and are written by the class teacher in consultation with their team and include current assessment grades for reading, writing and maths.

Each Key Stage team produce a curriculum overview to inform parents of the subjects they will be studying throughout the term and includes other relevant information to help you support your child in school. Homework is mostly activities that you can choose to do with your child and again consolidates their learning in school. Throughout the year there are events where parents are invited in to join in with their child's class and celebrate their acheivements and workshops are sometimes held to inform parents of the latest initiatives to to help parents support their children with their learning at home.

The SENDCo runs an occassional parent support group for parents with children with SEN.

- **What support will there be for my child's overall wellbeing?**

Alverton School believes in a 'rounded education' and children's emotional health and wellbeing are as important as their academic attainment and progress. The school ensures therefore that, if required, extra support can be put in place for difficulties with behaviour, communication, social or physical needs. Two members of staff are trained to deliver 'Draw and Talk' and are also 'autistic champions', the school has a very successful Pastoral Support Team and a HLTA trained in Speech and Language helps with communication and social issues. The learning environment is very important and the school does its best to accommodate individual, more specific learning needs e.g. designated 'safe spaces'.

The individual physical needs of some pupils can be addressed, following input from outside experts e.g. Physiotherapists, Occupational Therapists, Visual/Hearing Advisers and Speech and Language Therapists. Pupils will follow their personal plan which is incorporated into their timetable on a daily basis if required. The school also has access to the sensory room in the neighbouring nursery. Medical needs are addressed through individual medical plans and the school nurses visit Alverton when needed to see pupils and to support staff.

Behaviour needs are addressed through consultation involving parents, class teacher and, if necessary, the SENDCo and / or the Headteacher; this may result in a Positive Behaviour Plan being drawn up and regularly reviewed. Positive behaviour is rewarded following the school Behaviour Policy. Some members of staff are trained within Team Teach protocols to ensure, only if required, the safe handling of pupils. All behaviour and safety issues are monitored by the Governing body.

The school organises and attends TAC (Team Around the Child) and Early Support meetings. Designated members of staff attend Core Group meetings with parents/carers and multi-agency teams to help support pupil's well-being.

- **How do I know my child is safe in school?**

All staff at Alverton receive Level 2 Safeguarding training. The Headteacher is the Designated Safeguarding Lead (DSL) and there are two Deputy DSLs as well as five other Safeguarding Officers, all of whom have received Level 3 training. Safeguarding leaflets are available in the school reception and on the website and induction meetings carried out by senior members of staff ensure all adults are aware of our safeguarding proceedures.

Safeguarding protocols are governed by the Safeguarding Policy of the school. It is the responsibility of the designiated Safeguarding Governors and the Governing Body to ensure that the Safeguarding Policy is up-to-date, meets all statutory guidance and that the school is following all the expected protocols. There is a named Safeguarding Governor who has received the appropriate training.

The school has two fully qualified first aiders holding the First Aid at Work certificate and the majority of staff are trained in Emergency First Aid. Early Years staff have been trained in Paediatric First Aid.

The school has provided a ‘fob’ system at the front door for security reasons and only members of staff who work in the school hold a fob. All outside doors from the classrooms and other public areas are kept closed and are opened with a key, which again only members of staff have access to. The gates into the school car park are shut at 8.30 and opened at the end of the school day at 3.30. Any other gates on the school grounds are bolted shut. All members of staff know they must not share fobs or keys with anyone else. The school also operates a CCTV system around the school which is monitored. The door into the Early Years area has two handles to gain access or to leave the classroom.

Alverton School undertakes the risk assessments required for all out of school activities; these are monitored by the Health and Safety Officer who is employed by the school. Leaders of the activities are responsible for ensuring that all the appropriate risk assessments are in place before the date of the visit.

The Health and Safety officer monitors all risk assessments and outcomes of the Property Compliance Scheme associated with the fabric of the building. Working with the Headteacher and the Health and Safety Governor, the H&S Officer produces detailed reports and relevant action plans to ensure the school building is fit for purpose and is compliant within all health and safety regulations.

The school holds all personal information in regards to its pupils in the office in a locked cupboard or filing cabinet. This information includes the telephone/contact details for the parent/carers/next of kin. It is the parents/carers responsibility to inform the school of changes to these details. Additionally the school operates a texting service for all parents and staff which enables us to contact parent at any time of day to relay information re any changes that may happen e.g. changes to after school clubs, closure due to unexpected conditions etc.

All staff are issued with identity badges which contain their photograph, the school logo and details of their job within the school; the badges are worn at all times and allow the children and visitors to recognise the people working in school. Visitors to the school are requested to report to reception on arrival, sign in the visitor’s book and receive a temporary identity badge to be worn for the duration of the visit. At the end of the visit the log should be signed and the badge given back to the office. All staff and volunteers have up to date CRB checks.

There is a clearly defined drill in the case of a fire and ‘fire practices’ are held for the whole school at undisclosed times to make sure everyone on the premises knows what to do and where to go. The school has named fire officers who have received the appropriate training. All fire equipment is regularly checked and maintained.

The Children and families Act 2014 requires the Governors of the school to make the appropriate arrangements to support any pupils at the school with medical conditions. It requires that a medical plan is drawn up for these pupils and that the school will be in contact with any health and social care professionals, pupils and parents/carers to ensure that the needs of pupils with medical conditions are effectively supported. Alverton School works with a wide range of professionals (see below) who attend TAC and Early Support meetings and will be involved in drawing up the new Education, Health and Care Plans which will replace existing Statements of Need.

- **What specialist services and expertise are available at or accessed by your school?**

Alverton school works with a wide range of health professionals and multi-agency teams who help us to support any pupils in school that may have already been identified with a need and to help with assessments and guidance for those pupils that are not making the expected progress and are causing concern. The parents/carers are involved at every stage of these assessments.

Please see the section 'Organisations we work with' for a more detailed list.

- **What SEND training have the staff at school had or are having?**

The School Development Plan is drawn up every year and highlights the areas to be improved during this time. The school is also required to conduct an annual Performance Management cycle for all staff. From these documents, training for the whole staff and for individuals is identified and acted upon.

Whole school training has included First Aid, Safeguarding, helping children to work independently, questioning techniques, Autism, Dyspraxia, Dyslexia, Behaviour Management and aspects of English and Maths. Some key workers are also trained in Speech and Language, management of epilepsy or diabetes, special feeding requirements, Physiotherapy and Food Hygiene.

The school now has two Autism Champions who have received the appropriate training and who are also trained the deliver the 'Draw and Talk' programme if required.

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

Alverton is a fully inclusive school and all pupils have the opportunity to join in whole school, curriculum and off site activities, including educational visits and camps, regardless of their needs. Parents/carers will be notified of all educational visits and camps by letter. All children are encouraged to go on these trips but if for some reason a parent/carer does not wish their child to participate in a planned visit/camp they will be asked to notify the school in good time so alternative arrangements can be made.

The school may need to ask for voluntary contributions for such visits; these charges are in line with the schools Charging Policy which has been agreed by the Governing Body of the school. The school reserves the right to cancel a trip if insufficient contributions are made. The school also operates a policy in respect of those children in receipt of the Pupil Premium grant who are able to use a designated amount of money towards the cost of various items, including trips, across the year.

Some visits e.g. camps will require additional measures to ensure that the health, safety and well-being of all pupils, including those with additional needs are catered for.

Parents/carers, by law, are not allowed to take their children on holiday, or out of school, during term time. If, in exceptional circumstances, children have to be taken out of school, parents/carers must fill out a form which can be obtained from the school office. Parents/carers are advised that they are not able to take their children out of school until the form has been returned and agreed. Any child taken out of school without permission from the Headteacher will be marked as an unauthorised absence which, in some circumstances, may incur a fine.

- **How accessible is the school environment?.**

Alverton School is on one level and all areas are accessible to wheel chair users. Toilets can, and have, been adapted for some pupils with differing needs and there is a disabled toilet and shower room, which also has a specially adapted changing area.

Ramps have been included outside to allow easy access and the school's accessibility has recently been extensively reviewed, resulting in additional measures, such as further ramps and a lift in the hall, being put in place.

The Health and Safety officer reviews the accessibility plan on a regular basis and submits this to the Resources and Premises sub-committee of the Governing body.

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

Children starting school in the Early Years classes will have pre-arranged visits during the summer term, some including their parents/carers. Those children that attend the school nursery also access certain activities in the main school e.g. P.E. and visiting the Library. Information meetings for parents/carers will also be held by the Early Years Team in the summer term prior to the children starting in September.

Transition between Early Years / KS1 and KS1 / KS2 includes 'meet the teacher' mornings at the end of the summer term. Information regarding all pupils is passed from the outgoing teacher to the new teacher every year. If some pupils with special needs require extra sessions/visits then these can be arranged. The SENDCo spends time with the new class teacher going through any extra information and adaptations that may be required.

Transitions between Year 6 and Secondary school includes pre-arranged visits/activity days to the two secondary schools in Penzance before final requests for places have to be submitted. Once County have allocated the places all pupils will have further visits to the school they will be attending the following September.

For those pupils with additional needs all secondary schools offer pre-arranged extra visits/activities in smaller groups. These children will also take up 'education passports' which give the secondary school any information the pupils wishes them to have regarding themselves, their families, favourite activities etc.

- **How are the school's resources allocated and matched to children's special educational needs?**

All pupils at Alverton School follow the National Curriculum. For those with additional needs, assessments will have identified the extra resources/adaptations that will be required in order for those pupils to fully access and progress in their learning. Each pupil will receive the support matched to their level of need e.g. 1:1 support, small group work, 1:1 speech and language support or specially adapted resources for those with visual, hearing or physical needs. The school also has a Pastoral Team.

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

At Alverton any decisions made about the type and how much support a child needs will be made with the child's teacher, the SENDCo, parents/carers and any outside professionals that are required.

All children have access to 'quality first teaching' in the classroom and assessments will be monitored termly by the Deputy Head and more frequently by team leaders and teachers. If a child does not progress at the expected rate, they may be put onto SEN Support and follow the Graduated Approach of Plan, Do, Assess, Review. If, after following this, their progress continues to be of concern, the decision may be taken to go for a 'single assessment' which could, in turn, lead to the child having an EHCP (Education, Health and Care Plan). The EHCP will determine the support the child needs. For those children without a EHCP, the Senior Leadership Team will each year, according to the budget, allocate appropriate numbers of Teaching Assistants to support the individual/group needs of each learner and their teachers.

- **What are the roles of the school governors and the Headteacher?**

All schools have a governing body whose job it is to work with the Headteacher to set the aims and objectives of the school, setting policies and targets and reviewing the progress/achievement of these. The governors of the school act as a 'critical friend' to the Headteacher by providing advice and support. Alverton School has a strong, active and supportive governing body.

At present Alverton has an Headteacher who is supported by a Deputy Head. The Headteacher is responsible for the internal organisation, management and control of the school as well as advising on and implementing the governing body's aims and targets. The Head will formulate aims and objectives, policies and targets for the governing body to consider adopting; once adopted to report back to the governors on progress towards these at least once a year.

The full governing body meet on a regular basis and also divide into the following sub-committees who also meet on a regular basis:

- Standards and Staffing
- Resources and Premises

The governing body is made up of different people with varying interests and skills and includes both staff and parent governors. **Staff Governors** (other than the Head) are elected by the school staff and must be paid to work at the school. At least one staff governor must be a teacher. Alverton has three staff governors at present, two teachers and one member of the support staff. **Parent Governors** can either be elected by parents of children at the school, or if insufficient numbers are elected can be appointed by the governing body to fill any remaining vacancies.

Alverton School is part of the Penlee Academy Trust which is overseen by a Board of Directors. This Board, and its committees, hold responsibility for some aspects of the school. Further information can be found on the Trust's website.

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

For further general information on our provision parents/carers can contact the school secretaries who will either answer the queries or make an appointment with the relevant member of staff. Tel: 01736 364087 or via e-mail secretary@alverton.cornwall.sch.uk

For information specifically concerning our Special Educational Needs provision please contact the secretaries to make an appointment with the SENDCo.

Other information can be obtained through the school website at http://:alverton.org.uk

- **What should I do if I feel the School Offer is not meeting my child's needs?**

Parents/carers who feel that the School Offer is not meeting their child's needs are asked to do the following to help address their concerns:

- In the first instance take their concern/key issue to the class teacher and the class teacher will then feedback this information to the Senior Leadership Team / Headteacher.
- Following this a meeting with the Headteacher / member of the Senior Leadership Team can be arranged through the school secretaries.
- The key issue/concern could also be raised at a review meeting (either a school review, TAC or Early Support meeting).

If parents are not satisfied their concerns have been addressed they can write to the Chair of Governors.

- The Chair of Governors can be contacted via the school. Correspondence needs to be addressed to the Chair of Governors, Alverton Primary School, Toltuff Crescent, Alverton, Penzance, TR18 4QD and should be marked as confidential.
- The school has a Complaints Policy which can be found on the school website www.alverton.org.uk
- Contact the Special Educational Needs panel at County Hall Truro, Treyew Road, Truro, Cornwall TR1 3AY

- **How is your School Offer reviewed?**

From September 2014, it is the responsibility of the Governing Body to review the School Offer in consultation with the Senior Leadership Team of the school. The will happen at the beginning of each academic year at a full Governors meeting. If the offer needs to be reviewed during the academic year it will be the responsibility of the Headteacher to place this on the next full Governors agenda for their full consideration. The Senior Leadership Team will monitor the School Offer throughout the academic year.