



Flushing Church of England School

Our 'Local Offer' for Special Educational Needs and Disability (SEND) 2023-2024

Welcome to Flushing C of E Primary School – 'Inspiration, Aspiration, Collaboration'

At Flushing C of E School we are proud of our inclusive ethos where everyone matters and everyone, whether a child, parent or carer or member of staff is highly valued and respected.

Children are closely monitored and offered a rich, stimulating and creative learning environment where we aim that every child reaches their full potential. Inevitably, children's needs differ. As a result, some children require additional support in one or more areas of their development. So where necessary and with the full engagement of the parents/carers and staff who work with the child, additional support, interventions and/or programmes of work are implemented to ensure that every child is fully challenged and feels happy, secure and pleased with their progress and achievements. Our Governors and local community, especially the church, maintain supportive roles with our school as we work in partnership.




The school works closely with a wide range of specialist agencies who are able to help in the assessment of and provision for a child, when needed. Children are always encouraged to take part in all aspects of school life in so far as this is in their interests and capabilities.

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Tamsin Lambertson




Contact details: senco@flushing.cornwall.sch.uk or 01326 374498

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 
<ul style="list-style-type: none"> • We are a small school with smaller than average classes enabling us to provide opportunities for children to speak and be heard. • Classes work on PSHE, British Values are linked to our weekly worship theme and projects chosen by the children. • Children have opportunities to lead worship sessions through weekly Open the Book assemblies. • Children are encouraged to share their views through pupil, group and class conferencing, questionnaires and school council meetings. 	<ul style="list-style-type: none"> • Children with SEND are included in all aspects of conferencing opportunities and consultation. They are supported where necessary to develop their voice. Each child is encouraged to consider who their trusted adults are (those staff with whom they feel they have built a trusting relationship and prefer to speak with.) 	<ul style="list-style-type: none"> • Children's views are taken into account when planning and reviewing individual support. • Children's views are sought and contribute to SEND reviews and TAC meetings.

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 




<ul style="list-style-type: none"> • The school works in partnership with parents to ensure the best possible educational experience for their children. • Clear systems exist for parents to talk to, or get messages to, or discuss concerns about their child's learning with relevant members of staff, by appointment. • Parents are regularly invited into school for Shared Reading sessions, Reading Cafes, and open afternoons. Children's progress is discussed within termly parental consultation meetings. 	<ul style="list-style-type: none"> • Parents are offered training, support and information if available linked to their child's individual needs. EHH referrals may be made to enable parents to access Family Support or Parenting Workshops. • Contacts and websites are also provided as well as practical ideas and support. Information on activities and opportunities for families are forwarded. 	<ul style="list-style-type: none"> • Parents are consulted before and during SEND assessments and programmes of support. They are invited to participate in a range of reviews and meetings and their input is an integral part of TAC meetings and SEND reviews. • Termly conversations take place to discuss progress and set goals.
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3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students, regardless of their ability or needs, have full access to the curriculum. • Topic 'question-based' learning and a focus on creativity, enquiry and investigation appeal to and stimulate the children's interests. • Parents receive information about the curriculum which is displayed on the school website. These include guidance to aid parents to support their child's learning at 	<ul style="list-style-type: none"> • Focussed teaching is used to target individual needs within each class and group lesson. • Precision teaching techniques are used daily. • Fresh Start sessions are offered to Year 5 and 6 children. • Targeted KS1 children receive phonics support. • Ipads have been provided for all children 	<ul style="list-style-type: none"> • Some children require a higher level of support and might need an adapted personalised curriculum. • Individual Education Plans and Education Health Care Plans detail specific curriculum provision made to meet children's individual needs and are regularly reviewed and updated.

home.	<p>and are used to reinforce learning in key areas.</p> <ul style="list-style-type: none"> • The curriculum is also adapted for individuals or small groups as required. 	
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • A range of teaching styles and adaptive learning techniques are used to ensure involvement and progress for all pupils. • Children have a clear knowledge of expectations regarding their learning and know how to progress. • Effective questioning is used to gauge the attainment and progress of children, who in turn, respond to teacher's feedback and marking by editing and improving their work. • Manipulatives, visual timetables, learning walls are used to support pupil's access to learning wherever possible. 	<ul style="list-style-type: none"> • Specific support and provision are targeted for children with SEND. • Teachers and assistants work with small groups or individuals to ensure understanding, foster independence and keep pupils focused. • Small group interventions target literacy and numeracy, speech and language, co-ordination and motor control, self-esteem and social skills. • Independence is supported through the use of technology or dedicated computer programs. • Special examination arrangements are put in place for tests for some children for example the use of a scribe, extra time or modified papers. 	<ul style="list-style-type: none"> • Precision Teaching develops targeted skills and programmes of intensive support are provided for those who would be unable to follow the main curriculum with their peers. • One to one support is put in place for those with specific learning difficulties. • The school and families are supported by the Cornwall Council Inclusion Team and outside agencies such as the Speech and Language Service, the Cognition and Learning Service and the County Autism Team.

5. Self-help skills and independence




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<ul style="list-style-type: none"> • Independence is encouraged from an early age. • All children are supported and encouraged to be responsible and thoughtful learners. • Strategies for independence are taught and reinforced to support children to become more resilient. • Resources are stored and easily accessible to all. 	<ul style="list-style-type: none"> • Some children have personalised equipment and resources which help them to cope without adult intervention, for example- coloured overlays, fidget toys, ear defenders or wobble cushions. 	<ul style="list-style-type: none"> • Teaching assistants working one to one with pupils with complex and additional needs are trained to withdraw where possible to encourage the children to do as much as possible for themselves. • Children may be supported with specific medical needs, toileting or life skills. • Personalised timetables, 'now and next' boards, social stories also facilitate children's 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 
<ul style="list-style-type: none"> • PSHE is taught throughout the school as well as having a strong Christian and moral viewpoint they are entirely inclusive. • Each class uses age-appropriate activities to 	<ul style="list-style-type: none"> • Emotional wellbeing needs and issues are able to be identified within whole class profiling and addressed using a range of supportive strategies. 	<ul style="list-style-type: none"> • A nurturing approach is used with individuals who are experiencing significant emotional difficulties. • Pastoral support is offered on a 1:1 basis

<p>promote the school's positive ethos.</p> <ul style="list-style-type: none"> • Daily worship is a time to carry the thread through to the whole school and staff follow a plan of topics to ensure continuity. It is also a time to celebrate achievement and reflect on feelings and emotions. • Our school values: Hope, Trust, Friendship, Forgiveness, Creativity and Kindness are shown with our 'purple tickets' which are given to pupils who demonstrate one of these core values. • A healthy lifestyle is embedded in the curriculum and Dojo points are given for healthiness. A healthy tuck shop is offered each day, as well as universal free school fruit and milk for EYFS and KS1 and 4 year olds. • Links with the Penryn partnership provide opportunities for children to participate in sporting leagues and tournaments in a variety of competitive sports. We regularly employ Beach or Forest School approaches in teaching and learning across the school. • All staff are trained in Safeguarding and Child Protection procedures and receive refresher training annually. The Designated and Deputy Safeguarding Leads oversee the and ensure the wellbeing of all children. • Specialists from outside agencies can be accessed by the school to support children with issues such as bereavement. 	<ul style="list-style-type: none"> • Some groups of pupils receive targeted support with issues such as self-esteem, anger management or social skills. Wellbeing is discussed at Pupil Progress Meetings and interventions are put in place as needed. 	<p>for children experiencing significant emotional difficulties.</p> <ul style="list-style-type: none"> • Staff are trained to recognise when external support is needed; such as Educational Psychologists, CAMHS (Child and Adolescent Mental Health Service), School Nurse or Family Support Workers. • Individual Care Plans and Intimate Care Plans are also created and put into place to manage specific needs.
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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 
<ul style="list-style-type: none"> • There are regular opportunities for children to interact socially in our small school where we work closely with other classes. Topics are linked which enables trips and visitors to be shared experiences. • Shared reading time is a regular event between the oldest and youngest children in the school. • Residential opportunities are available for children from Year 5 onwards. • All have access to after school clubs, trips and social extra-curricular activities. 	<ul style="list-style-type: none"> • Social skills groups target specific children who require support. 	<ul style="list-style-type: none"> • Social story and modelling help some children to develop social understanding. • Picture communication systems such as 'PECS' are used to help some children to communicate.

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

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<ul style="list-style-type: none"> • Our school is a small, Victorian building with additional modifications over the years. It has a step to the entrance, otherwise, all areas are 	<ul style="list-style-type: none"> • Staff have undertaken Team Teach de-escalation training in order to ensure staff and pupil safety. 	<ul style="list-style-type: none"> • Every attempt is made to support children with additional needs having full access to learning and other




<p>accessible by all on one level. We have an allocated disabled use toilet.</p> <ul style="list-style-type: none"> • All classes have first aid kits and all staff are trained, with some in greater depth, in first aid response. • Policies about behaviour and risk assessments make the school as safe an environment as possible. We have two playgrounds, one of which has a safety surface for less injuries. Our smaller playground for our younger children also means less collisions with older children and balls etc. They have a play train to enjoy. • Children know that bullying is not permitted and are confident that staff will support any issues that arise. • Online safety is discussed during ICT lessons and each class displays our 'Bee Rules' and the 'SMART Rules' for safer Internet usage. 	<ul style="list-style-type: none"> • A whole school Accessibility Audit is carried out annually. 	<p>opportunities. Reasonable adjustments are made in terms of adult support, physical spaces and resources.</p> <ul style="list-style-type: none"> • Personalised Emergency Evacuation Plans are drawn up for children when appropriate. • Specialist seating or sloping desks are sourced and made available according to need
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9. Transition from year to year and setting to setting

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<ul style="list-style-type: none"> • A transition programme takes place towards the end of the summer term, to enable pupils to familiarise themselves with their new teachers and peers. • Transition visits to school take place during 	<ul style="list-style-type: none"> • Small groups or individuals are identified to receive enhanced opportunities for transition sessions. 	<ul style="list-style-type: none"> • Children on the record of need are discussed with both teachers and SENDCo . • Any children moving to an ARB are taken to visit by the SENDCo and/or TA

<p>June and July.</p> <ul style="list-style-type: none"> • Pre-schools and home visits are offered prior to the children starting in September. • Secondary transition sessions happen towards the end of the summer term. 		<p>several times to ease transitional worries. They are also given a point of contact. Families may also attend.</p> <ul style="list-style-type: none"> • A common framework for passing on information about SEND has been devised within the Penryn Partnership.
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All teaching and non-teaching staff take part in a wide range of training relevant to the needs of the pupils. EG <ul style="list-style-type: none"> - Safeguarding and Child Protection - First Aid - Emotional wellbeing and mental health - Phonological awareness - Team Teach - Speech and Language support - Funfit - Tendencies of Dyslexia • SENDCO attends local support network meetings. • SEND training is identified during Pupil Progress Meetings, SEND review meetings and where a child with a specific needs joins the school. 	<ul style="list-style-type: none"> • Where small groups require specific provision, training will either be led by a member of the SEND team or will be sourced externally. 	<ul style="list-style-type: none"> • Specialised training may be arranged for adults working with pupils with specific or complex additional needs or medical issues.

11.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Physical and Medical Needs Service	Offering support for children, families and schools where a child has a physical or medical disability.	01736 226882
Speech and Language Therapy Team	The Speech and Language Therapy Team, work with children, young people and families in order to help those with difficulties with communication or with eating, drinking or swallowing.	Cornwall Partnership NHS Foundation Trust. Carew House, Beacon Technology Park, Dunmere Road, Bodmin PL31 2QN Email: cpn-tr.enquiries@nhs.net CFT Support: 10208 834600
Social Care	Advice and guidance on child protection issues.	Multi Agency Referral Unit 03001231116
CAMHS Child and Adolescent Mental Health Service	Assess and support children and families with emotional, behavioural or mental health issues.	Contact the Early Help Hub 01872 322277
Educational Welfare Support	Our assigned Educational Welfare Officer (EWO) can provide help and advice on: Attendance issues Bullying Child Protection Exclusion	Karen Varker Karen.Varker@cornwall.gov.uk
Cornwall Autism Spectrum Team	Support children and families in meeting the needs of children with a diagnosis of Autism.	Autism Spectrum Team 01872 323210 Admin.staustell3@cornwall.gov.uk
Cognition and Learning Services	This service supports schools in ensuring the effective inclusion, achievement and progression	Cognition and Learning Advisors cognitionandlearning@cornwall.gov.uk

	<p>of children and young people with cognition and learning needs. The service works with learners with:</p> <ul style="list-style-type: none"> • Specific learning difficulties (SpLD-including dyslexia) • Moderate Learning Difficulties (MLD) 	
Early Help Hub	<p>Identifies the most appropriate Early Help service for a child or young person by receiving requests from parents and professionals, assessing the need on request and matching it to the right support service. Services include:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder Assessment Team • Early Years Inclusion Service • Health Visiting (over 2 years) • Parenting Support • School Nursing • Speech and Language Therapy 	<p>01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
Family Support	<p>The Family Information Service (FIS) offers help to families in the form of free and impartial advice, guidance and signposting to a wide range of agencies and services for children and young people aged 0-20 (or 25 if they have additional needs)</p>	<p>Family Information Service 39, Penwinnick Rd, St Austell PL25 5DR TEL: 0800 5878191</p>
Penhaligon's Friends	<p>Bereavement Support for children, young people and families.</p>	<p>Website: https://penhaligonsfriends.org.uk TEL: 01209 210624</p>

12. Pupil progress

Our children are monitored for progress and development termly by reviewing their individual education plans and looking at goals and targets set by all professionals. We also use a Pupil Progress Meetings to highlight specific objectives and areas of concern.

13. How we know how good our SEN provision is

We evaluate effectiveness of provision for pupils with SEN by conducting learning walks, scrutinising planning and children's books, analysing assessment data, reviewing individual's progress, reviewing the impact of interventions, analysing feedback from pupil conferencing.

14. If you wish to complain

All concerns should be brought to the school as soon as they arise in order to resolve any issues as soon as possible- this is always in the interests of the child. Parents should first speak to the class teacher, then the SENDCo if the matter has not been resolved. Following this a formal complaint would be required. The procedure for managing complaints about SEND provision is the same as for other complaints and can be sourced by requesting a copy of the school's complaints procedures.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>