



## **Our School and Nursery Offer for Pupils with SEN and Disabilities 2021-2022**

***This offer should be read in conjunction with the following policies: SEND; Child Protection Policy and Procedures; Anti-bullying; Equal Opportunities; Accessibility Plan.***

Below and organised under nine headings, is Polwhele House School's offer for pupils who have special educational needs and/or disabilities. This is called the 'School Offer' and is designed to help parents and carers understand how the school identifies children with Special Educational Needs and disabilities (SEND) and the provision that is made for them.

Our 'School Offer' follows the SEND Code of Practice, updated in April 2015.

### **1. WHO IS RESPONSIBLE FOR SUPPORTING CHILDREN WITH SEN OR A DISABILITY AT POLWHELE HOUSE SCHOOL?**

All staff at Polwhele House School are committed to providing the best learning opportunities for all children. We are an inclusive school, working with parents/carers and a range of professionals to ensure the best education for all.

Who do I speak to if I am worried?

1. Speak to your child's class teacher.
2. If you are still concerned you can make an appointment to meet with the Special Educational Needs Coordinator also known as the SENDCo to discuss your concerns further. Sue works with class teachers to ensure that children's needs are quickly identified and that the right provision is in place to help every pupil make good progress.

Sue Fazakerley-Owen  
SENDCo

Shirley Lyon  
ManCo Member with responsibility  
for SEN and Disabilities

### **2. HOW DO STAFF AT POLWHELE HOUSE SCHOOL KNOW IF MY CHILD HAS SEN OR A DISABILITY AND NEEDS EXTRA HELP?**



If parents/carers have any concerns they should see the class teacher in the first instance. Teachers are available at the end of the day for brief discussions, or an appointment can be made if a more detailed discussion is needed and can always be contacted by email.

The progress and wellbeing of all children at Polwhele House School is monitored closely by their class teachers. If the class teacher or subject teacher has concerns about the progress or attainment of a child, they will discuss this with the child's parents/carers as well as the SENDCo. A

programme of additional support may be provided as part of a small group or individually either in-class or out-of-class, depending on the needs of the individual or group.

Specific assessments will be carried out to provide more detail about the difficulties. Should a child continue to make poor progress despite additional support, parents and carers will be advised about the various routes to access the support of external advisors.

### **3. HOW WILL POLWHELE HOUSE SCHOOL SUPPORT MY CHILD IF THEY HAVE SEN OR A DISABILITY?**

Your child's education will be planned and monitored by their class and subject teachers. Your child may work with class teachers, teaching assistants or external specialists who will deliver specific programmes and differentiated class content. This will be explained to parents/carers by class teachers, but further support and clarification can be sought via the SENDCo.

### **4. HOW WILL I BE INVOLVED IN MY CHILD'S PROGRESS AT SCHOOL IF THEY HAVE SEN OR A DISABILITY?**

There are parent/carer consultation evenings twice each year and the SENDCo communicates with parents each term. In addition to this, children in receipt of SEND support or who have an Education, Health and Care Plan (EHCP) will have an additional review meetings to inform and plan for next steps.

### **5. HOW WILL MY CHILD BE INVOLVED IN MONITORING THEIR PROGRESS IF THEY HAVE SEN OR A DISABILITY?**

The school seeks children's views and feedback. We find children to be honest and insightful. Their contributions have helped us shape and improve practice.

### **6. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S NEEDS AND OVER ALL WELLBEING?**

As well as being able to access support from school staff who are experienced in supporting children with particular needs such as dyslexia, social communication difficulties, speech and language difficulties etc., the school is able to access support from external agencies including:

- Speech and Language Therapists
- Educational Psychologists
- Learning Support Advisory Teachers
- Physical Impairment and Medical Support Team
- Hearing Impairment Advisory Teachers
- Visual Impairment Advisory Teachers
- Occupational Therapists
- Physiotherapists
- Autism and Communication Advisors

Specific plans and support will put into place for children experiencing difficulties with behaviour and those needing medical support or intimate care.

#### **7. HOW ACCESSIBLE IS POLWHELE HOUSE SCHOOL FOR CHILDREN WITH SEN OR DISABILITIES?**

Many parts of our school buildings are not accessible to children with physical disabilities. However, we can make arrangements for lessons to take place in accessible classrooms in most cases and will work with you to see whether the changes we can make will work for your child.

Many children with special educational needs can be supported within our provision at Polwhele House, we will talk with you about your child's requirements before we make an offer and ensure that your child can receive the best possible educational opportunities if they come to our school.

All children have the right to access off site educational visits where it is safe for them to do so. For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements or alternative arrangements for the administration of medicines.

Additional equipment and communication aids are used where they support access for particular pupils.

#### **8. WHAT ADDITIONAL ARRANGEMENTS DOES POLWHELE HOUSE SCHOOL MAKE TO PREPARE MY CHILD WITH SEN OR A DISABILITY FOR TRANSFER?**

Prior to starting in Reception, children identified as having special educational needs will have a school entry meeting. This will be attended by you, pre-school staff, school staff and any external professionals involved in supporting your child. The aim is to plan how all concerned can make the transition to school as smooth and easy as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met, and any potential challenges identified and solved. All families will be invited to participate in several visits to the school prior to starting. Each visit has a

different focus. Visits are designed to ensure that parents/carers and children know the staff and are familiar with the school setting ahead of starting school.

As the child moves through the school, meetings with new teachers and support staff are arranged and teachers hold 'transition meetings' to ensure that knowledge about the child is effectively passed on.

During students' final year in Polwhele, meetings with staff or from future schools are held (in person or by phone) along with external professionals, although these meetings are usually initiated by the senior school.

## 9. WHAT EXTRA HELP CAN I ACCESS IF MY CHILD HAS SEN OR A DISABILITY?

In addition to support offered by school staff as detailed in sections 1 – 8 above, parents/carers of children with SEN and disabilities can access support and advice from:

- Cornwall County Council's 'Local Offer' which provides information for parents/carers of children and young people with SEN and disabilities in a single place. The website and its links provide information on education, health and social care services. Go to <http://www.cornwall.gov.uk/education-and-learning/schoolsand-colleges/special-educational-needs-file/the-local-offer/>
- Cornwall and Isles of Scilly SENDiass (Special Educational Needs and Disability Information, Advice and Support) Cornwall has a statutory responsibility to provide free, impartial advice for all parents and carers of children with SEN and disabilities and does this through the SENDiass service <http://www.cornwallsendiass.org.uk/> The Service has/provides:
  - A telephone enquiry line
  - Impartial information through its website and leaflets on a range of topics relating to Special Educational Needs and disabilities
  - A trained Independent Supporter to help parents through the Education Health Care (EHC) Needs Assessment and advice on EHCPs
  - One to one support to help gather, understand and interpret information; help with report and letter writing and to prepare for and/or support at meetings
  - Information about the Special Educational Needs Disagreement Resolution and Tribunal arrangements.

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