



## Gorran School

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

Gorran School is a vibrant, active and happy primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have.

The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Gorran are all trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Gorran has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.




Our Special Educational Needs and Disability Coordinator is Katie Rawlings (NASENCo) accredited and our Governor who has responsibility for SEND is Anne Richards.

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




Katie Rawlings – [krawlings@gorran.cornwall.sch.uk](mailto:krawlings@gorran.cornwall.sch.uk); [support@gorran.cornwall.sch.uk](mailto:support@gorran.cornwall.sch.uk) (01726) 842595

## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people




<p>Whole school approaches</p> <p>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"> <li>• The views and opinions of all children are valued</li> <li>• Pupil voice is heard in all aspects of school</li> <li>• Pupil voice is heard through:               <ul style="list-style-type: none"> <li>- Class Circle Time</li> <li>- Head teacher Questionnaires</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with SEND are included in all focus groups</li> <li>• Additional provision may be developed in light of the pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the child</li> <li>• Pupils views are an integral part of TAC meetings (age appropriate) and IEP reviews</li> <li>• Pupils are supported in child-centred planning as well as target and outcome setting</li> <li>• Advocacy is available to those children who do not have the ability to fulfil the above due to their young age or the severity and complexity of their need</li> <li>• Wherever possible, documentation is produced in a format that is accessible to the child</li> </ul>

## 2. Partnership with parents and carers

<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"> <li>• Gorran School works in close partnership with all parents and carers and operates and ‘open door’ policy</li> <li>• Parents / Carers of all pupils attend Parent Consultation meetings termly</li> <li>• Reports are sent home annually detailing achievement and attainment in all areas of the curriculum</li> <li>• Children’s reading / homework diaries are used to encourage written dialogue between home and school</li> <li>• Each teacher uses a Class Dojo to communicate with parents / carers</li> <li>• Parents / Carers know exactly who to contact if they have any concerns through the circulation of the ‘Parent Guide to Support at Gorran School’</li> <li>• The school’s website and termly overviews sent home by the class teachers enable parents / carers to understand more about</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend extra-curricular activities</li> <li>• Families are invited to attend information sessions to help with supporting their child at home e.g. parenting skills, literacy and maths skills, phonics, SATs arrangements etc.</li> <li>• Parents / Carers are able to contact school regarding concerns at any time</li> <li>• Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews</li> <li>• Parents’ / Carers’ views are an integral part of and form the basis of TAC meetings and SEND reviews</li> <li>• Advocacy is available to parents / carers on request to ensure the fulfilment of the above</li> <li>• All documentation is presented in a format that is accessible to individual parents / carers</li> <li>• Parents / Carers are encouraged to engage in 1 to 1 interventions and activities provided to support their child at home</li> <li>• Parents / Carers are encouraged to communicate to their child’s teacher and / or support assistant through the use of a home / school book or the Class Dojo</li> </ul>




<p>what their child is learning</p> <ul style="list-style-type: none"><li>• Parents / Carers are encouraged to join in with school trips</li><li>• Parents / Carers are encouraged to engage in 1 to 1 reading with their child at home as well as helping out with class reading sessions in school</li><li>• Parents have access to the School Nurse – sessions are private and confidential</li><li>• Home/School agreement makes roles absolutely clear</li><li>• Parents invited to celebrate in themed weeks – invitation to medieval banquet, for example</li></ul>		
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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"> <li>• The curriculum at Gorran School is designed and adapted to ensure the inclusion of all pupils</li> <li>• All pupils, regardless of their ability and / or additional needs, have full access to the curriculum</li> <li>• Assessments, including Dyslexia Screening, are used to identify pupils who may need specific interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention strategies and programmes are bespoke and led by the needs of the pupils</li> <li>• The progress of pupils taking part in intervention groups is measured on a regular basis and monitored over time for continuity</li> <li>• Intervention programmes are adapted as appropriate in light of pupil progress</li> <li>• Small group interventions include:             <ul style="list-style-type: none"> <li>- Literacy – phonics, sentence structure, spelling, writing etc.</li> <li>- Handwriting</li> <li>- Maths – Rapid Maths, Numicon, general maths support</li> <li>- Speech and Language</li> <li>- Physical Development – gross and fine motor skills development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported in following their interests and individualised curriculum (where appropriate) regardless of their SEN and / or disabilities</li> <li>• Pupils with special needs and / or disabilities can access the curriculum with adult support as appropriate</li> <li>• In exceptional circumstances pupils, may be disapplied from some subjects, tests or assessments. This must be agreed by all involved.</li> </ul>

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|--|---|--|
|  | <ul style="list-style-type: none"><li>- 1<sup>st</sup> Class @Number</li><li>- Project X Reading sessions</li></ul> |  |
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## 4. Teaching and learning

<p>Whole school approaches</p> <p>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"> <li>• All staff at Gorran use a ‘Dyslexia Friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all children</li> <li>• Lessons are carefully planned to include clear stages, progress checks and different teaching and learning styles</li> <li>• Groupings are made within classes and sometimes across classes or Key Stages. This may be sometimes be by ability but is often mixed ability or mixed age.</li> <li>• Preferred learning styles are used</li> <li>• Learning objectives are discussed for each lesson and displayed when appropriate</li> <li>• Differentiated success criteria are also discussed</li> <li>• Children’s work is regularly marked using the ‘tickled pink’ and ‘green for growth’ approach (see marking policy) and targets are either visible or easily accessible for</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and Teaching Assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision</li> <li>• Class teachers and Teaching Assistants work with small groups to: <ul style="list-style-type: none"> <li>- Ensure understanding</li> <li>- Facilitate learning</li> <li>- Foster independence</li> <li>- Keep pupils on task</li> </ul> </li> <li>• If the class teacher is working with a group the teaching assistant supports the class with tasks already set by the teacher</li> <li>• Independent pupil learning is supported by the use of technology, for example: <ul style="list-style-type: none"> <li>- Notebooks</li> <li>- iPads</li> <li>- Clicker 5</li> <li>- Talking tins</li> <li>- Big Mack</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent and supported learning</li> <li>• 1 to 1 support is in place for pupils who need more intensive support e.g. for those with physical disabilities, speech and language difficulties, autism, Downs’ Syndrome, severe Literacy difficulties etc.</li> <li>• Outreach Support from Doubletrees Special School is requested as necessary for advice on teaching and learning</li> </ul>




<p>each child</p> <ul style="list-style-type: none"><li>• Alternative ways of recording work are often used</li><li>• Homework support is available</li></ul>	<ul style="list-style-type: none"><li>• Special arrangements are put into place for both internal and external assessments e.g. readers, scribes etc.</li></ul>	
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## 5. Self-help skills and independence

<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"> <li>• Pupils are encouraged to seek help from alternative sources before asking the teacher or teaching assistant</li> <li>• Technology is available to aid independence</li> <li>• There is a wealth of resources in each classroom which promote independence</li> </ul>	<ul style="list-style-type: none"> <li>• When teaching assistants are in the classroom they facilitate independence</li> <li>• Pupils have personalised equipment to help them learn such as talking tins, task boards, catch-me cards, timers etc.</li> <li>• Pupils have access to:             <ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- Task cards</li> <li>- Prompt cards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants working 1 to 1 with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves.</li> <li>• Where children are unable to vocalise their needs our 1 to 1 teaching assistants are able to 'read' signs from the child to assess their need</li> <li>• Additional support is shared to build resilience in the child so they have the self-coping strategies when and if the teaching assistant is absent</li> <li>• Personalised task boards and timetables are in place to support independence</li> </ul>

## 6. Health, wellbeing and emotional support




<p>Whole school approaches</p> <p>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"> <li>• PSHE / PSED / Circle Time sessions include all children</li> <li>• The SENCo coordinates provision for children with wellbeing, emotional, physical and mental health needs</li> <li>• Peers support each other in class and older ‘Buddies’ support younger children in the school</li> <li>• Children have access to the Parental Support Advisor and School Nurse – sessions are private and confidential. Bereavement counselling is also available through this team</li> <li>• Pupils’ health issues are dealt with by staff as and when they arise</li> <li>• Risk assessments are made for all activities both inside and outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Support for issues such as bereavement or behavioural issues from the Parental Support Advisor.</li> <li>• Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time or R-Time.</li> <li>• Children who have eating issues are invited to join the ‘Let’s Get Cooking’ club, with a parent.</li> <li>• ‘Fun Fit’ targeted to help children with coordination issues.</li> <li>• The Parent Support Advisor (PSA) is available by referral</li> <li>• ‘Draw and Talk’ sessions are provided for children who may be experiencing difficulties at home</li> </ul>	<ul style="list-style-type: none"> <li>• TAC meeting, Early Support meetings and reviews are supported by a range of external agencies including the school nurse</li> <li>• B-squared is used to tailor provision to need</li> <li>• Additional support for pupils can be requested from: <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Penhaligon’s Friends</li> <li>- Music Therapy</li> <li>- Parent Support Service</li> </ul> </li> <li>• Children with specific medical conditions have individualised health care plans</li> </ul>

## 7. Social interaction opportunities




<p>Whole school approaches</p> <p>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"> <li>• All children have opportunities for social interaction, regardless of need, for example through mixed playtimes and lunchtime tables.</li> <li>• All children belong to a class with children of the same or similar age. Some classes are mixed age, but of no more than two year groups.</li> <li>• All children are invited on trips and visits</li> <li>• Older children are involved in ‘paired reading’ with younger children</li> <li>• Children starting reception are paired with a Year 5 ‘buddy’ who will look out for them in their early days at school.</li> <li>• We have many links with other schools in our network through sport and the arts.</li> <li>• All children are encouraged to take part in community events, such as the local country fair</li> <li>• Older children are encouraged to perform</li> </ul>	<ul style="list-style-type: none"> <li>• Some children are encouraged to take leadership roles in clubs for younger children</li> <li>• Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held at the local secondary school (The Roseland Community College)</li> <li>• More able children are encouraged to take part in multi-school Maths and English sessions at the local secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Children are individually supported by TAs to enable their attendance at after school clubs</li> </ul>

at local events such as playing ukuleles at local fundraisers.		
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8. The physical environment (accessibility, safety and positive learning environment).




<p>Whole school approaches</p> <p>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"> <li>• All areas of the school are accessible to everyone, including those children with SEND</li> <li>• All classrooms have wheelchair accessible ramp access</li> <li>• Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively</li> <li>• There are named child protection officers (Designated Safeguarding Officers)</li> <li>• All areas of the school are uplifting, positive and support learning</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li>• The systems in place for rewards and sanctions are robust and displayed around the school</li> </ul>	<ul style="list-style-type: none"> <li>• Non-slip mats and non-breakable equipment are available in practical lessons e.g. cooking</li> <li>• There are named adults who are ‘Team Teach’ trained</li> <li>• An adapted toilet / changing facility is available for those who may need it</li> <li>• Adjustable tables and chairs are available</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment enables disabled children to be independent</li> <li>• Classrooms are made accessible for children with additional needs</li> </ul>

## 9. Transition from year to year and setting to setting

<p>Whole school approaches</p> <p>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"> <li>• There are strong links with the feeder pre-schools, as well as the local secondary school to enable smooth transition and extra support during these times should it be needed</li> <li>• Children visit the local secondary schools regularly for specific events</li> <li>• Secondary staff visit Year 6 children in the summer term and the Head Teacher visits the children in the Autumn Term of Year 7 after the children have made the transition to secondary school.</li> <li>• Transition sessions for pre-school children and induction days for Year 6 take place in the summer term</li> <li>• Buddy systems are in place for all children who start school at Gorran</li> <li>• Maths, English and Science Clubs are provided at The Roseland Community College for children in Year 6</li> </ul>	<ul style="list-style-type: none"> <li>• Children identified as possibly struggling with transition have many additional visits to secondary school or into the Reception class, individually or in small groups</li> <li>• Communication passports are put together for all children who cannot communicate for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCo attends all statement reviews and TAC meetings</li> <li>• Children have a structured, individualised transition programme from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment etc.</li> <li>• Representatives from secondary schools are invited to transition reviews</li> <li>• Children with SEND have extra visits to secondary schools in Year 6</li> <li>• Teachers meet to discuss significant children as they transition into a new class</li> </ul>

<ul style="list-style-type: none"><li>• Various sporting festivals take place with other local primary schools at The Roseland Community College</li><li>• Pre-school and the Reception / Year 1 Class have regular themed mornings together at significant times of the year e.g. Christmas, Easter etc.</li></ul>		
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10. The SEND qualifications of, and SEND training attended by, our staff

<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"> <li>• CAF (Common Assessment Framework) Training – Katie Rawlings</li> <li>• Annual Cognition and Learning Conference – Katie Rawlings</li> <li>• Attachment and Early Brain Development – Katie Rawlings</li> <li>• Multi-agency Child Protection Training – Katie Rawlings</li> <li>• Nurturing Boys – Katie Rawlings</li> <li>• Growth Mindset INSET – All teaching staff</li> <li>• Team Teach – Jonathan Sleep</li> <li>• National Award for SEN Co-ordination (NASENCo) – Katie Rawlings</li> <li>• Emotion Coaching in the Early Years – Katie Rawlings</li> <li>• Dyslexia Champion Initiative – Melinda Douglas</li> <li>• Parent Champion Initiative – Katie Rawlings</li> <li>• Cooking 4 Life – Lucy Seaber</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics First – Elizabeth Biggers</li> <li>• 1<sup>st</sup> Class @ Number – Karen Wheeley, Melinda Douglas, Liz Sampson</li> <li>• Phonological Awareness Intervention Workshop – All staff</li> <li>• Supporting Spelling at Home for Less Able Children – Katie Rawlings</li> </ul>	<ul style="list-style-type: none"> <li>• SCOPE Manual Handling Training – Liz Sampson, Elizabeth Biggers, Katie Rawlings, Melinda Douglas, Theresa Towe, Lucy Seaber, Sally Dowling, Jane Cornelius, Nicki Guest</li> <li>• Supporting Children with Complex Communication Needs – Elizabeth Biggers</li> </ul>



<ul style="list-style-type: none"> <li>• Kernow SENCo Conference 2017 – Katie Rawlings</li> <li>• SEN Code of Practice Update – Katie Rawlings</li> </ul>		
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The training listed above details the past three academic years. Historically staff have had ongoing training sessions for different areas of SEN and will continue to do so on a regular basis. The list will be updated and added to on a yearly basis, when this document is reviewed.

## Services and organisations that we work with

Service/organisation	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children and Family Services Team.	Rachael Blackie Educational Psychologist for mid-Cornwall <a href="mailto:rblackie@cornwall.gov.uk">rblackie@cornwall.gov.uk</a> 01872 323052
Speech and Language Therapy Team	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.	Sarah Newing 01726 873033 <a href="mailto:sarah.newing@nhs.net">sarah.newing@nhs.net</a>
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	Alison Botting Children's Community Therapy Lead 01872 254531
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out	Alison Botting Children's Community Therapy Lead 01872 254531

	regularly.	
Children's Dietetic Service	This service provides dietetic support to disabled children, their families and the professionals who work with them. The focus is on children diagnosed with a disability who are eating and / or drinking, and who are at risk of under-nutrition.	Alison Botting Children's Community Therapy Lead 01872 254531
Physical and Mental Needs Advisors	Physical and Mental Needs Advisors introduce Alternative and Augmentative Communication which opens the door on a huge range of equipment and techniques which support or replace spoken and written communication. The work closely with Educational Psychologists and Occupational Therapists to provide physical access to school equipment, classrooms, schools and the wider environment.	Steve Deacon <a href="mailto:sdeacon1@cornwall.gov.uk">sdeacon1@cornwall.gov.uk</a> 01726 223363
Vision Support Service	Vision Support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Karen Sully <a href="mailto:ksully@cornwall.gov.uk">ksully@cornwall.gov.uk</a> 01579 341365
Social Workers and Social Care	Social Workers and the Social Care Team promote and look after the wellbeing and achievement of all children, especially those in difficult family situations or those with complex learning needs.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Parental Support Advisor	A parental support advisor (PSA) provides a seamless link between home and school which enables a child's well-being and promotes a positive attitude towards education.	Lyn Bell Contact through school 01726 842595

<p>Doubletrees Special School Outreach Service</p>	<p>Doubletrees can provide a range of Outreach services to other schools in Cornwall.</p> <p>They have extensive experience with issues relating to children and young people with complex needs as well as trained tutors in specialisms such as Moving and Handling.</p> <p>They endeavour to work alongside colleagues in Local Authority services rather than replicating work.</p>	<p>Doubletrees School 01726 812757 <a href="mailto:enquiries@doubletrees.org.uk">enquiries@doubletrees.org.uk</a></p>
<p>Scope</p>	<p>Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.</p>	<p>Leanne Bovey <a href="mailto:Leanne.bovey@scope.org.uk">Leanne.bovey@scope.org.uk</a> 01726 212707</p>
<p>School Nurse</p>	<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. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.</p>	<p>Livvy Ray 01872 221400</p>
<p>Cognition and Learning Service</p>	<p>The Cognition and Learning Service is one of several SEN Support Services which are part of the Education and Early Years Service.</p> <p>The service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Cognition and Learning needs.</p> <p>The service works with learners with Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome).</p>	<p>Jo Davidson <a href="mailto:jo.davidson@cornwall.gov.uk">jo.davidson@cornwall.gov.uk</a> 01579 341144</p> <p>For further information on Dyslexia please go to: <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a></p>

Educational Welfare Officer	Education Welfare Officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At Gorran we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise.	Rita Rowson <a href="mailto:rita.rowson@cornwall.gov.uk">rita.rowson@cornwall.gov.uk</a> 01872 324419
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11. This is how we:

a. **Assess and review your children's progress towards outcomes**

We assess children's progress towards the outcomes on their Individual Education Plan (IEP) termly. We may formally assess targets or record how we feel they have progressed towards each outcome. We evaluate each child's IEP and write new targets in conjunction with the child and their parents / carers termly, although we will look at targets every half term and adapt / amend if necessary. In addition to this, every Monday morning individual class teachers will meet with their teaching assistants to discuss IEP targets and plan provision for the week ahead.

b. **Evaluate the effectiveness of our provision for children with SEND**

We evaluate the effectiveness of our provision for children with SEND by regularly tracking progress of children whilst undertaking an intervention, for example, and then carefully monitoring if that progress is maintained once the intervention has finished. If the support we are providing for a child does not seem to be effective then we will look at alternative provision and change accordingly. This applies to a wide variety of provision, whether it is an intervention group, in-class support or activities advised by external professionals. We also liaise with external professionals to ensure that any provision appearing to be ineffective is evaluated and changed to support the child.

c. **Handle complaints about the provision made at school**

So far we have not had any complaints about the provision made at Gorran School for children with SEND. We believe that this is due to the regular contact that we have with parents / carers and the high levels of involvement that parents / carers have in their child's provision. We feel strongly that parents / carers should be actively involved with planning the best and most appropriate provision for their child so that there are 'no surprises' for anyone.

If a complaint was to be made about our provision we would direct parents / carers to follow the complaints procedure detailed in the school prospectus.

This 'Gorran School Offer' has been written by Katie Rawlings (SENDCo) in consultation with the staff, parents and governors of Gorran School.

Written and published in September 2014

Reviewed: September 2015

Reviewed: September 2016

Reviewed: September 2017

Next scheduled review date: September 2018

Cornwall's Local Offer (of which this forms a part) can be found on the Cornwall Family Information Services (FIS) website:

<http://www.cornwallfisdirectory.org.uk> or at <https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page>