



## **Gorrans School**

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

Gorrans 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 Gorrans 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 pre-teaching, 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 Gorrans 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 Penny Hermes and our Governors who have responsibility for SEND are Nicki Guest and Jenni Ferguson.

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

Penny Hermes – [sendco@gorran.cornwall.sch.uk](mailto:sendco@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

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"> <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/PHSE</li> <li>- Head teacher Questionnaires</li> <li>- Language Ambassadors</li> <li>- Children choosing their own rewards for their team's house point achievements</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 Provision Plan 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.</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 what their child is learning</li> <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> </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, growth mindset workshops, literacy and maths skills, phonics, reading, SATs arrangements etc.</li> <li>• Phonic support will also be published on Giraffe Class Dojo page for this initial experience of reading and writing</li> <li>• Parents / Carers are able to contact school regarding concerns at any time</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>

<ul style="list-style-type: none"><li>• Home/School agreement makes roles absolutely clear</li><li>• Parents invited to celebrate in themed weeks – invitation to Harvest Breakfast, Nativity, end of year Reception tea party, for example</li><li>• Weekly highlights board in Giraffe Class</li></ul>		
--	--	--

### 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 and Screening and Neurodiversity Profiling, are used to identify pupils who may need specific interventions or support strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention, support 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, rapid phonics, Dandelion Readers, Nesy, sentence structure, spelling, writing, targeted reading, Toe By Toe, etc.</li> <li>- Handwriting, Letter Join</li> <li>- Maths – Rapid Maths, Numicon, 1<sup>st</sup>Class@Number general maths support</li> <li>- Speech and Language – Nuffield Early Language Intervention</li> <li>- Working memory</li> <li>- Physical Development – gross and fine motor skills development e.g. Fun Fit</li> <li>- Pre-teaching</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 dis-applied from some subjects, tests or assessments. This must be agreed by all involved.</li> </ul>

#### 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 
<ul style="list-style-type: none"> <li>• All staff at Gorran use an ‘Inclusive 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 lesson feedback approach (see marking policy) and targets are either visible or easily accessible for each child</li> <li>• Alternative ways of recording work are often used such as voice to text technology</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> </ul> </li> <li>• Special arrangements are put into place for both internal and external assessments e.g. readers, scribes etc.</li> <li>• Some children are part of ‘pre-teaching’ groups to prepare them for the day’s lessons so that they can participate more confidently.</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 may be put 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 School (part of the Special Partnership Trust) is requested as necessary for advice on teaching and learning</li> </ul>

## 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 
<ul style="list-style-type: none"> <li>• Pupils are encouraged to seek help from alternative sources before asking the teacher or teaching assistant and classes use the 5 Bs approach – Brain, Board, Book, Buddy, Boss</li> <li>• Working Walls are used as a prompt</li> <li>• ‘Toolkits’ on desks to help with spellings, number facts, etc</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, coloured overlays 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> <li>• Pupils in some classes have their own chair organiser or have resources on their desks to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• If staff are working 1 to 1 with pupils, they 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, and so that they do not become reliant on support from an adult</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 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/Jigsaw sessions include all children</li> <li>• The SENDCo 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 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> <li>• Pupils all participate in regular Yoga, Mile Run, Danny Go, Just Dance and ‘Go Noodle’ sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Support for issues such as bereavement or behavioural issues from the SENDCo, Mental Health Lead and TIS practitioners.</li> <li>• We have two Trauma Informed Schools trained members of staff available to support.</li> <li>• Teacher or TA support for children who are experiencing emotional issues. This may take the form of small group circle time or R-Time.</li> <li>• ‘Fun Fit’ targeted to help children with coordination issues.</li> <li>• ‘Draw and Talk’ sessions are provided for children who may be experiencing difficulties at home</li> <li>• Wellbeing resources are available to all staff to use when necessary. These are stored in a box in a central place for children who are experiencing low self-esteem/ confidence issues.</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>• 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> <li>- First Light</li> <li>- Play therapy</li> </ul> </li> <li>• Children with specific medical conditions have individualised health care plans</li> <li>•</li> </ul>

## 7. Social interaction opportunities

<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>• 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 6 'buddy' who will look out for them during their time in the Reception year.</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 at local events such as playing ukuleles at local fundraisers.</li> </ul>	<ul style="list-style-type: none"> <li>• Some children are encouraged to take leadership roles in clubs for younger children</li> <li>• Some children will be given the opportunity to take part in Lego Therapy</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 Academy)</li> <li>• More able children are encouraged to take part in multi-school Maths and English sessions at the local secondary school</li> <li>• Maths at Nexus, Camborne Science and International Academy's Centre of Excellence for the education of the most able.</li> <li>• Some more able children attend regular sessions at the Nexus to support and extend the depth of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Children are individually supported by TAs to enable their attendance at after school clubs</li> <li>• If appropriate, some children will be supported and encouraged to set up and run a lunchtime/golden time club that celebrates their strengths e.g a drawing club</li> </ul>

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

<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>• 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. Details of this can be found in our anti-bullying policy.</li> <li>• There are named child protection officers (Designated Safeguarding Leads)</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>• “Safe” is one of the three schoolwide rules – we work hard to make sure that children understand all of its facets</li> <li>• The systems in place for rewards and sanctions are robust and displayed around the school</li> <li>• We practise a restorative approach to dealing with behavioural issues that may occur.</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 ‘Price’ 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> <li>• Specialist equipment enables children to self-regulate, for example; wobble cushions, standing tables, bands around chair legs, heavy lifting work, hammock, quiet areas/dens.</li> </ul>

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

<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>• There are strong links with the feeder pre-schools and nurseries, 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>• Transition days and activities are provided at The Roseland Academy for children in Year 6</li> <li>• Various sporting festivals take place with other local primary schools in a variety of local locations</li> <li>• Our on-site pre-school and the Reception class have regular themed mornings together at significant times of the year e.g. Christmas, Easter, Road Safety Week etc.</li> <li>• Our Reception class and Year 1 / 2 class have regular sessions working together to ensure a smooth transition from the Early Years Foundation Stage into Year 1.</li> <li>• All Reception children receive a Home Visit from the Reception Teacher in the July before they are due to start school.</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 EHCP reviews, Provision Plan 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> <li>• Children new to school may receive a home visit from the SENDCo to discuss interventions and additional requirements specific to that child</li> <li>• If required, children who are planning to attend Gorran School can be visited in their current setting to aid transition</li> <li>• Bespoke books to support transition can also be made, for example photos of the new class, toilets, staff etc</li> </ul>

## 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>• Cognition and Learning Workshop – disseminated to all staff</li> <li>• Growth Mindset INSET – All teaching staff</li> <li>• Price Training – Jonathan Sleep, Theresa Oakley, Liz Sampson, Richard Jones, Scovia Crowe, Sally Dowling, Melinda Douglas, Charlie Murray</li> <li>• Dyslexia Champion Initiative – Melinda Douglas</li> <li>• Dyslexia Friendly Schools Award – all staff</li> <li>• Trauma Informed Schools (TIS) Training – Jonathan Sleep, Sally Dowling</li> <li>• Spelling Shed – Liz Sampson</li> <li>• Cognition and Learning- Charlie Murray</li> <li>• SEN Network - Sandra Bye and Penny Hermes</li> <li>• Supporting children’s social and emotional wellbeing- Lucy Seaber, Charlie Murray, Jo Williams</li> <li>• A whole school approach, ensuring no child is left behind- Theresa Oakley, Jonathan Sleep</li> <li>• Dare to be different- Theresa Oakley, Charlie Murray, Liz Sampson</li> <li>• Reading for pleasure- Liz Sampson, Theresa Oakley</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Class @ Number – Melinda Douglas, Liz Sampson</li> <li>• Phonological Awareness Intervention Workshop – All staff</li> <li>• Nuffield Early Language Intervention – Richard Jones</li> <li>• Nussy – Jonathan Sleep, Theresa Oakley, Liz Sampson</li> <li>• Autism Awareness Training – all staff</li> <li>• Autism- Theresa Oakley</li> <li>• SLCN SEMH- disseminated to all staff</li> <li>• Sensory Processing – Liz Sampson</li> <li>• Precision Teaching – All staff</li> <li>• Sensory training for Autism - Richard Jones</li> <li>• Memory and long term learning- Charlie Murray</li> <li>• Right support, right place, right time- Jonathan Sleep</li> <li>• ADHA/ADD Training: Theresa Oakley</li> <li>• Speech &amp; Language Training: Lucy Matthews</li> <li>• SENDNet: Sandra Bye</li> <li>• Trauma Informed Schools training:</li> </ul>	<p>Planning for children with complex SEND</p>

<ul style="list-style-type: none"> <li>• Developing vocabulary- Liz Sampson</li> <li>• Making learning stick- Theresa Oakley</li> <li>• Safeguarding- Jonathan Sleep and Theresa Oakley</li> <li>• Get out of my face you don't get me at all - Liz Sampson, Lucy Seaber, Scovia Crowe, Lucy Matthews, Richard Jones, Charlie Murray, Theresa Oakley</li> <li>• Metacognition, cognitive load theory- Theresa Oakley, Charlie Murray</li> <li>• Creating a safer environment- Scovia Crowe</li> <li>• No 2 children are the same- Jonathan Sleep, Theresa Oakley</li> <li>• Sticky teaching- Richard Jones, Charlie Murray, Liz Sampson, Scovia Crowe, Lucy Matthews.</li> <li>• Phonics Training – Scovia Crowe, Lucy Murray, Melinda Douglas, MW; Lucy Seaber, Pam Warren-Nicholls + teachers</li> <li>• Mental Health Lead training - Theresa Oakley</li> <li>• EYFS Maths Course – Richard Jones, Charlie Murray</li> <li>• English Moderation LA training – Liz Sampson</li> <li>• English Hub Oracy Training - Theresa Oakley, Charlie Murray, Liz Sampson, Richard Jones</li> </ul>	<p>Theresa Oakley, Liz Sampson, Charlie Murray, Jonathan Sleep, Lucy Matthews</p> <ul style="list-style-type: none"> <li>• Neurodiversity Profiling Tool Training- Sandra Bye and Penny Hermes</li> <li>• Forest School qualification – Richard Jones</li> </ul>	
--	--	--

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

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
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.	Adam Lewis-Cole Educational Psychologist at Psychology Associates 0300 303 5233 <a href="mailto:Adam.Lewis-Cole@psychologyassociates.org.uk">Adam.Lewis-Cole@psychologyassociates.org.uk</a>
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.	Emma Topham 01726 873033 <a href="mailto:emma.topham4@nhs.net">emma.topham4@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.	Paul Clements Children's Community Therapy Lead 01872 254531 <a href="mailto:paulclements@nhs.net">paulclements@nhs.net</a>
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 regularly.	Paul Clements Children's Community Therapy Lead 01872 254531 <a href="mailto:paulclements@nhs.net">paulclements@nhs.net</a>
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.	Paul Clements Children's Community Therapy Lead 01872 254531 <a href="mailto:paulclements@nhs.net">paulclements@nhs.net</a>
Physical Disabilities Advisors	Physical Disabilities 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	Cornwall Council Children's, Schools and Families Team

	after the wellbeing and achievement of all children, especially those in difficult family situations or those with complex learning needs.	0300 1234 101
Doubletrees School Outreach Service	Doubletrees can provide a range of Outreach services to other schools in Cornwall. 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. They endeavour to work alongside colleagues in Local Authority services rather than replicating work.	Doubletrees School 01726 812757 <a href="mailto:enquiries@doubletrees.org.uk">enquiries@doubletrees.org.uk</a>
School Nurse	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.	Livvy Ray 01872 221400
Cognition and Learning Service	The Cognition and Learning Service is one of several SEN Support Services which are part of the Education and Early Years Service. The service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Cognition and Learning needs. The service works with learners with Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome).	Jo Davidson <a href="mailto:jo.davidson@cornwall.gov.uk">jo.davidson@cornwall.gov.uk</a> 01579 341144 For further information on Dyslexia please go to: <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a>
Attendance Improvement Officer	Attendance Improvement Officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home.	Karen Mashford - LA Attendance Improvement Officer– Locality 3  <a href="mailto:karen.mashford@cornwall.gov.uk">karen.mashford@cornwall.gov.uk</a>  Tel: 07354163984

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 Provision Plan termly. We may formally assess targets or record how we feel they have progressed towards each outcome. We evaluate each child's Provision Plan 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 Provision Plan 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 our Prospectus, which can be found on the school website or by contacting the school office.

This 'Gorran School Offer' has been written in consultation with the staff, parents and governors of Gorran School.  
Written and published in September 2014  
Last reviewed September 2025

Next scheduled review date September 2026

Cornwall's Local Offer (of which this forms a part) can be found on the Cornwall Family Information Services (FIS) website:  
<https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0> or at  
<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page>