

Be **Bold.** Be **Different.** Be part of something **Special!**



Our SEND Information Report

The Aims of Everyone in our School

- To develop lively enquiring minds together with a willingness to ask questions and discuss rationally
- To think and act creatively and with imagination
- To gain knowledge, skills and understanding appropriate to a fast-changing world, be self-reliant and adaptable
- To acquire the basic skills of English and Maths
- To learn from the past, live successfully in the present and plan intelligently for the future
- To grow in confidence and independence and experience the value of co-operation
- To achieve their very best and take pride in that achievement whilst celebrating in the achievement of others
- Respect the feelings, values and beliefs of others as well as their own

Pencoys Primary School is well-respected for its approach to meeting the diverse range of children's needs and abilities.

Special Educational Needs/Disabilities and Inclusion Coordinator (SENDICO) is Jayne Kirk

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Answers to frequently asked Questions

- [How does your school know if children need extra help and what should I do if I think my child may have special educational needs?](#)

Pencoys Primary School closely monitors the learning of all children in its school through observation, performance data and liaison with family and outside agencies. Assess, Plan, Do, Review cycles are used to support any child with additional needs.

- [Who is responsible for the progress and success of my child in school?](#)

The school Governors are ultimately responsible for the welfare, progress and attainment of all children, although this is delegated on a day to day basis to the Headteacher. The school recognises that teachers, class teams and parents/carers need to work together for the best outcomes for children. The Head, SENDICo and class teachers monitor the progress of all pupils. Pupil progress is also tracked half termly using performance data. Outcomes are discussed in termly meetings with the SENDICo, teacher appraisal meetings and mid year reviews with the Headteacher to inform our provision. Informal and on-going discussions also serve to influence improvement. Assessments of children are made regularly so that the class teacher and support staff working with them know where each child is in his/her learning and what their next steps are.

Collated and anonymised data about the progress of groups is presented to the Governors and the Head is held to account for how successful the progress is, measured against nationally similar groups.

Parents and pupils are included in review meetings and their opinions are considered in order to influence next steps.

We aim to work in partnership with parents/carers to enable progress and success for every pupil.

- [How will the curriculum be matched to my child's needs?](#)

The school works hard to ensure the curriculum on offer provides breadth and depth to support the learning needs of all children whilst following the National Curriculum and Early Years' Foundation Stage. Our teachers plan inclusively and flexibly to meet the needs of learners to include challenge, enrichment and multi-sensory experiences. Some individuals require a highly tailored approach which allows them to access mainstream education on a flexible but highly effective level.

Staff follow advice from other professionals and intervene early to support and accelerate progress, as appropriate, on an individual basis.

Teaching is fully differentiated to address varying needs and abilities. We plan to provide creative and meaningful experiences and develop positive life skills through our school culture.

- [How will school staff support my child?](#)

Each class has at least one teacher and one teaching assistant to support, on average, classes of 30 pupils. This can vary slightly according to the individual needs of any given cohort. The class teacher holds the responsibility and plans for all children, differentiating for the more and

less able. He/she is also responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, pairs or with personalised packages. Some pupils, who are the subject of an Education, Health and Care Plan (EHCP), may be supported 1:1 or 1:2/3 by a SEND teaching assistant. We believe that it is important, in order to develop independence for pupils, to foster relationships with a variety of known adults. So, although there may be a key worker for the most part, we encourage children to work with any adult assigned to the class.

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

At Pencoyts we promote an 'open door' policy. We place a high priority on good communication. Parents are welcome to speak informally to the class teacher/teaching assistant before or after school. If more personal time is required, then an appointment can be made with the teacher or to meet with the SENCo and/or Head. Parents' evenings are held in the Autumn and Spring terms to discuss specific targets for all children. Those with more significant needs may have longer or more frequent appointments if deemed necessary. In addition, there could be a combination of 'Early Support', Child In Need, Child in Care, Annual Review for Statement and EHCP meetings. The school has an Autism Champion and a Pupil/Parent Champion who are available to offer advice and support to families and staff.

Achievements are shared regularly with parents at celebration assemblies. An annual report is sent out in the Summer term and an invitation to discuss this is offered. The report documents the current progress within the core areas of learning in reading, writing and maths and informs about progress and successes in the other subject areas.

Termly 'Topic Talks' or class information sent home helps to keep parents informed and involved in their child's learning. Weekly newsletters and the school website also provide important information. Some parents will be invited to focus meetings to discuss transition, SATs, residential visits, attendance or well-being.

- What support will there be for my child's overall well being?

We recognise that children's well-being and emotional health is as important as their academic progress. There is a very positive school ethos which is supported by the school's 'Diamond Rules'. There are robust approaches to securing good behaviour through the teaching of Personal, Social and Health Education and the use of the circle time. Children have access to our Pastoral Mentor who is available to discuss any concerns or worries and, if needed, are then able to offer a range of in-house intervention and support packages or refer on to outside agencies. Parents are involved at all levels. Our SENDICO, Dyslexia Champions and Autism Champion offer specific advice which is highly tailored to meeting more complex needs.

Families are supported to work through any difficulties that may affect their child's performance in school or at home.

Positive relationships are a high priority at our school and for that reason; it is generally a very happy and harmonious place. There are occasions when we are required to safeguard children and our duty of care to them is our first priority. We work hard to ensure that we maintain the dignity of children when dealing with personal health and care needs, including the administration of medicines, as prescribed, by the GP.

School leaders and all who work with children support Individual Behaviour and Pastoral plans.

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

All staff receive Tier 1 & 2 safeguarding training and are enhanced DBS checked. The school's safeguarding officer is Mrs Craig (Headteacher) and the deputy safeguarding officer is Ms Jayne Kirk (Senior Leader). All safeguarding protocols are governed by the school's safeguarding policy. Visitors are required to sign in and out and wear an authorisation badge. The school is kept secure by a controlled front entrance and the grounds are gated and locked. The vast majority of staff hold a first aid certificate. Injuries are logged and communicated to parents through a paper report and for head bumps an additional telephone call is made. We work with a range of professionals to support individual care plans for pupils who have medical and speech and language requirements. Risk assessments are completed for school-based tasks and activities and extra-curricular experiences.

- What expertise is available at your school and what SEND training have staff had or are having?

We have a very experienced teacher as SENDCo who co-ordinates provision for individual pupils and small groups. The SENDCo advises staff on the best outcomes for pupils and allocates resources to support their needs. We have a dynamic team of highly-skilled teaching assistants led by the SENDCo who will deliver intervention packages, personalised learning and in-class support. Specific needs are addressed by our Autism Champion, Dyslexia Champion and Pastoral Mentor. Screening for some specific conditions takes place in school by known adults to provide information and inform approaches to teaching. Pencoys provides induction for all new staff and, through appraisal, identifies continuous professional development. A number of teaching assistants are qualified to NVQ Levels 2 & 3 and some have a degree. The school liaises with a wide range of outside agencies.

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

Provision is made for all children to access outdoor learning opportunities including residential visits and off-site activities. The extent to which each child participates and the levels of support received varies between children and across time. Activities and expectations are differentiated to enable all to take part. Parents are asked permission for all off-site activities. All trips/activities are risk assessed and children with specific needs are considered to enable inclusion. Adaptation and additional preparation for some individuals is made where necessary.

- How accessible is the school environment?

Our school is fully Disability Discrimination Act (DDA) and Equality Act compliant and is an accessible single level school.

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

At Pencoys we constantly seek to improve our transition. Children joining in reception will have at least 2 planned opportunities to stay and play prior to joining in September. Within school teachers visit the class they will be teaching and we have a dedicated transition day to prepare all pupils for the next year.

Children are closely monitored as they progress through the school. Certain pupils require additional support in the form of visits, photos, introductions and a communication passport. Our school invites parents to meetings with secondary colleagues and is happy to arrange and accompany them on supplementary visits. All information and documentation is transferred by us promptly and, where necessary, personal contact is made. Vulnerable children are further prepared at KS2 to KS3 transition to allay fears and anxieties as much as possible. Our school curriculum helps to prepare children for new challenges and life -long positive citizenship.

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

Every class has a teaching assistant to offer additional support.

We pride ourselves on early identification by developing caring relationships with the children to establish current areas of need. We use assessment, observation and discussion to trigger additional support and resources. We monitor and review the effectiveness of this to further target need and make provision for improvement. Teaching assistants are assigned creatively and to utilise their individual areas of expertise where possible.

Some children require personalised packages and where there is a severe and complex level of need the Assess, Plan, Do, review cycle is implemented. A child that has a statement or an Education, Health and Care Plan will have their bespoke needs met. Multi –agency working is a strength of our school.

- Who can I contact for further information?

You can contact the school administrative staff and also request a prospectus or view the school website. You are also welcome to speak to the SENDICo for more information about our provision for pupils with individual needs.

- What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

The first point of contact for anything regarding your child is the class teacher. We operate an 'open door' policy. Staff are available to meet parents informally or formally. Any unresolved issues would then be discussed with our school SENDICo and following that, the Headteacher. If concerns persist then parents would be encouraged to write to the Governing Body. For any other issues you are invited to contact the main office.

- How is your school report reviewed?

Our 'School Report' is reviewed by the senior leadership team and presented to the Governors annually for endorsement.

- How will you assess and review the effectiveness of children's progress towards meeting outcomes including vulnerable groups?

Pupil groups and individuals include: Child in Care, Disadvantaged Pupils, Service Children, Boys/Girls, Child protection, English as an additional language, Pupil premium and those who are summer born. All children have individual progress data tracking and are assessed using a combination of teacher assessment and more formal testing. All performance data serves to inform the next step in teaching and learning and guides intervention groups and personalised packages to narrow the gap and accelerate progress. Child in Care, those in need of child protection or those subject to safeguarding concerns are further supported through individual plans, Early Support TAC meetings to ensure the best possible outcomes are achieved. A holistic and multi-agency approach aims to remove barriers to learning. The parent/carer and child are integral to the cycle of Assess, Plan, Do and Review.

The levels of support and provision offered by our school

	Whole school approaches The universal offer to all our children/young people	Additional targeted support and provision	Specialist individualised support and provision
<ul style="list-style-type: none"> • Listening to and responding to children and young people 	<ul style="list-style-type: none"> • Pupil conferencing, target and progress discussions • Access to Parent Champion • Personal, Social & Health Education • Pupil questionnaires • Pupil voice- School Council • Toot-Toot • Bubble time 	<ul style="list-style-type: none"> • Access to small group intervention – learning, well-being, bereavement, social skills, self-esteem, restorative justice. 	<ul style="list-style-type: none"> • The Education, Health & Care Plan (EHCP) and Statement records the views of the child within the report to help to steer provision • Pupil views are an integral part of TAC (Team Around the Child) meetings, SEND reviews and general progress meetings • Adult advocate • 1:1 TA support for child and parent • 1:1 Draw and talk, Play and

			<p>talk</p> <ul style="list-style-type: none"> • Play, Art and Music therapy.
	<p>Whole school approaches The universal offer to all our children/young people</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
<p>2. Partnership with parents and carers</p>	<ul style="list-style-type: none"> • Communication through newsletter, website, text, face to face , email and Facebook. • Parent consultations • Celebration events • Early morning 'meet & greet' • Parent 'drop in' session with Parent/Pupil Champion . • Open door policy • School website – window to learning and the school environment • Reading records • PTA 	<ul style="list-style-type: none"> • Parent/carers of SEND children invited to discussion group Parent Champion • Group sharing and celebration events with parents/carers 	<ul style="list-style-type: none"> • Child 'annual review/TAC' meetings • Adult advocate to communicate directly to parent • Autism Champion • Parent/child Champion • Accessible information made available • Parents are encouraged to engage in trips, visits, celebration events and reading support • Home link book • Meetings for parents and carers with the SENDCo • Personalised Risk assessments.
	<p>Whole school approaches. The universal offer to all our children/young people</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
<p>3. Curriculum approaches</p>	<ul style="list-style-type: none"> • Creative curriculum planning with differentiated outcomes to ensure the inclusion of all • On-going assessment and analysis of pupil progress and attainment including P Levels and National Curriculum • Targets are set and reviewed 	<ul style="list-style-type: none"> • Intervention groups are established to target particular areas in need of improvement in reading, writing, maths, speech and language, phonics, social skills and fine and gross motor skills on a flexible 	<ul style="list-style-type: none"> • Personalised curriculum packages to address individual needs using Assess, Plan, Do, Review approach • Specialist resources where applicable • Adult support to deliver and

	<ul style="list-style-type: none"> • Teaching Assistant assigned to every class • On-going contact with parents – pupil progress meetings, Progress Postcard, end of year report • ‘Diamond Rules’ whole school behaviour policy and rewards • Effective use of ICT embedded across the curriculum including E-safety • Effective use of Assessment for Learning strategies. • Discrete Personal, Social & Health Education and Spiritual, Moral, Social & Cultural opportunities • Large variety of ‘Out of Hours’ clubs • Outdoor education and adventurous activities • Visiting teachers e.g Daya (cultural workshops) 	<p>basis</p> <ul style="list-style-type: none"> • The progress of those taking part in intervention groups is monitored on a regular basis and adapted in light of progress • Bespoke meetings with parents/carers • Opportunities to work across other classes/groups in response to need • Use of appropriate ICT, Makaton, Teaching Assistant support, as required • Speech and Language therapy following advice received • Dyslexia support 	<p>assist targeted approaches</p> <ul style="list-style-type: none"> • Disapplication may apply to individuals for national tests
	<p>Whole school approaches The universal offer to all our children/young people</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
<p>4. Teaching and learning approaches</p>	<ul style="list-style-type: none"> • Differentiated work through whole class, small group, partner and independent work • Identified Learning Habits encourage children to take charge of their learning. 	<ul style="list-style-type: none"> • Learning is scaffolded to meet the needs of groups of children in a variety of flexible ways • Intervention groups are established to target particular areas in need of 	<ul style="list-style-type: none"> • Individualised curriculum planning to meet a variety of individual needs • Teaching styles and resources reflect best practice for the individual • Advice from a wide range of

	<ul style="list-style-type: none"> • Learning outcomes are displayed and in books . • Work is marked as children progress through the school using pink pens. Symbols are used in KS1. Pupils respond using purple pens to edit their work. • Alternative ways of recording may be used • Visual timetables • Groups changed to reflect pupils learning needs for each subject 	<p>improvement in reading, writing, maths, speech and language, phonics, social skills and fine and gross motor skills on a flexible basis – TA support</p> <ul style="list-style-type: none"> • Alternative ways of recording • Special examination arrangements are put in place for end of year and statutory testing 	<p>outside agencies including special schools supports our provision</p> <ul style="list-style-type: none"> • Bespoke behaviour support plans (supported by Pastoral Support Plans) to enable access to learning
	<p>Whole school approaches The universal offer to all our children/young people</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
5. Self-help skills and independence	<ul style="list-style-type: none"> • Consistent routines and behaviour expectations (Diamond Rules & Rewards) • Well organised classrooms • Good adult role models • Opportunities for independent responsibility • Visual word walls, number lines and dictionaries in classrooms • Toolkits for writing, learning walls 	<ul style="list-style-type: none"> • Access to the Parent/child Champion • Social skills and resilience groups • TIS assessments 	<ul style="list-style-type: none"> • Visual timetables and task boards help to promote independence • Some additional support may be shared to build resilience and self-coping strategies and avoid over dependence on one adult
	<p>Whole school approaches The universal offer to all our children/young people</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
6. Health, wellbeing and	<ul style="list-style-type: none"> • Positive, friendly school ethos 	<ul style="list-style-type: none"> • Increased time dedicated to 	<ul style="list-style-type: none"> • A range of agencies support

emotional support	<ul style="list-style-type: none"> • Wide range of curricular and extra-curricular activities • Focus on developing confidence and self esteem • Robust behaviour policy • Bespoke PSHE curriculum • 'Healthy Lives' education • Y6 Ambassadorship recognises good pupil role models • Celebration assemblies/Badge recognition of effort, good manners, friendship, bright spark & all round star • Designated trained parent/pupil champion • 'Wake and Shake' physical activity • Bereavement counselling available. • Excellent staff role models 	<p>emotional development and understanding</p> <ul style="list-style-type: none"> • Language groups • Mediation/conflict resolution • Groups access cooking, sport and visits • Social Skills groups • Friendship work, resilience, conflict resolution and mediation 	<p>all review meetings</p> <ul style="list-style-type: none"> • Discrete 1:1 sessions offered by Parent/Pupil Champion • Individual Health Care Plans • Multi-agency approach to supporting child and family – 'Draw and Talk', social understanding and language, bereavement, anti-bullying, friendship and resilience, restorative justice • Bespoke transition plans for those requiring extra preparation for the next stage of education
	<p>Whole school approaches The universal offer to all our children/young people</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
7. Social interaction opportunities	<ul style="list-style-type: none"> • Lessons include 'partner talk' • Lunchtimes are organised in friendship groups • Celebration events • Visits and visitors to and from the school • Parent reading support (volunteer readers) • Lunch Club provides 	<ul style="list-style-type: none"> • Increased time dedicated to emotional development and understanding • Language groups • Mediation/conflict resolution • Social skills groups • Paired reading opportunities 	<ul style="list-style-type: none"> • 1 to 1 use of an advocate • Personalised social package addressing specific issues • Support from adult to attend after-school clubs • Social Stories

	opportunities for social and behaviour support.		
	Whole school approaches The universal offer to all our children/young people	Additional targeted support and provision	Specialist individualised support and provision
8. The physical environment. <ul style="list-style-type: none"> • Accessibility • Safety • Positive learning environment. 	<ul style="list-style-type: none"> • Light, airy well-resourced environment • Single level access • Easy access toilet facilities • Interactive and stimulating displays • Appropriately- sized furniture for all classes • Stimulating and creative large outdoor play area • Secure site with robust procedures for keeping children safe • Celebration of achievement through recognition and reward • Good adult and pupil role models • Bullying, in all its forms, is not tolerated. Incidents are exceptionally rare and dealt with swiftly • Secondary staff visit Yr6. 	<ul style="list-style-type: none"> • Resources made available to reflect needs • Seating reflects cohort need – areas of the classroom are distinct • Named adults who are 'Team Teach' trained for de-escalation and safe handling 	<ul style="list-style-type: none"> • Specialist equipment/assistive technology enables SEND pupils to be increasingly independent • Classroom, halls and corridors are fully accessible • Dedicated resources are matched to pupils' needs
	Whole school approaches The universal offer to all our children/young people	Additional targeted support and provision	Specialist individualised support and provision
9. Transition from year to year and setting to setting.	<ul style="list-style-type: none"> • All children have an opportunity to 'move up' in the summer term to 	<ul style="list-style-type: none"> • Pupils identified as possibly vulnerable on transition may have additional visits in 	<ul style="list-style-type: none"> • Individualised transitional programmes are made available

	<p>familiarise themselves with the next setting and staff</p> <ul style="list-style-type: none"> • Documents are transferred promptly • Teachers receive liaison time with colleagues to transfer information • Taster days for transfer to secondary education • Additional Secondary School activities are offered at weekends and holidays in Yr5 and Yr6 to familiarise pupils with the staff and new setting • Staff liaison with SENDICO 	<p>small groups and 'in-house' support</p>	<ul style="list-style-type: none"> • Secondary transfer staff from the SEND team liaise with our SENDICO and offer to meet with concerned parents in the summer term of Yr 6 • Secondary transfer staff are invited to Early Support TACs and annual review meetings and earlier if deemed necessary • Communication Passports and one page profiles are created on a needs' basis.
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Pencoys makes data on the levels and types of need within the school available to the local authority through the school census.

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

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

Services and Organisations we work with:

Service/organisations	What they do in brief
Care and Support in Cornwall	<ul style="list-style-type: none"> • A hub of information for school support services in Cornwall. Local and school offers are published here
School nurse Specialist nurses <ul style="list-style-type: none"> • Diabetic • Epilepsy • CLIC 	<ul style="list-style-type: none"> • General concerns about health, hygiene, continence, healthcare plans • Training for staff as required • Specific needs based
Education and assessment provision team	<ul style="list-style-type: none"> • Responsibility for all statutory requirements relating to statements of Special Educational Needs and Annual Reviews and Education, Health and Care Plans (EHC)
Early Help Hub	<ul style="list-style-type: none"> • Referrals made through school for children/families who need additional support
The Hub (Pool) multi-agency team (Physiotherapist, Occupational Therapist, Speech and Language)	<ul style="list-style-type: none"> • Work in conjunction with the school to assess, give advice, set up programmes and create health care plans
AAC Officer/Alternative and Augmentative Communication	<ul style="list-style-type: none"> • Work in conjunction with the speech and language therapist to contribute, where required, to the assessment process determining AAC provision for pupils with complex speech needs
Sensory Support Service Vision Support Team	<ul style="list-style-type: none"> • The teacher for the visually impaired pupil works on a needs-based service. Assessments/reviews and recommendations inform classroom practice
Local Authority Educational Psychologist	<ul style="list-style-type: none"> • Conducts termly planning meetings with SENDICO, Autism and Parent Champions. Meets with staff and parents as appropriate. Assesses pupils and writes reports to inform practice. Attends TAC meetings and Annual Reviews as appropriate. Delivers specialist packages e.g. Draw & Talk • Provide a statutory service for SEND
Autistic Spectrum Disorder (ASD) Team Advisor	<ul style="list-style-type: none"> • Works specifically with children with an ASD diagnosis. Liaises with the Autism Champion and SENDICO
ASDAT assessment team	<ul style="list-style-type: none"> • Carry out formal assessments
Physical Disabilities Advisory Service	<ul style="list-style-type: none"> • Assesses and advises on physical disabilities, support, ICT equipment and

	software. Provides appropriate hardware for pupils with a statement of EHCP. Attends meetings and writes reports as appropriate
Penhaligon's Friends Bereavement Counselling	<ul style="list-style-type: none"> • Referrals can be made to offer support for children experiencing bereavement and critical illness
Anti-Bullying in Cornwall (ABC)	<ul style="list-style-type: none"> • Support for those experiencing difficulties. Individual and/or group packages
Sensory Support Service Hearing Support Team	<ul style="list-style-type: none"> • Hearing screening in Year 1 and referrals to the audiology team as appropriate • Teacher of the deaf works on a needs-based service
Education Welfare Officer (EWO)	<ul style="list-style-type: none"> • Advice and school attendance monitoring • Work with parents to overcome attendance issues
Family Support Worker (FSW) Locality 2	<ul style="list-style-type: none"> • Referrals can be made to request an FSW to support parent and child experiencing a breakdown in relationships. • Parenting groups
Child & Adolescent Mental Health Service (CAMHS)	<ul style="list-style-type: none"> • Support for children with A.D.H.D and other mental health and social and emotional issues
Family Group Conference	<ul style="list-style-type: none"> • Referrals can be made to request support in trying to resolve family disputes through discussion with all involved parties
Cornwall College	<ul style="list-style-type: none"> • Offer 'aspiration' days to give upper Key Stage 2 pupils the experience of different career opportunities
Health Promotion Service	<ul style="list-style-type: none"> • Resources, staff training, PSHE teaching Relationships & Sex educ, Drug awareness
Specific Learning Difficulty Team (SPLD, Dyslexia)	<ul style="list-style-type: none"> • Screening test carried out in school • Additional advice/assessment on a needs-based service
Behaviour Support Service	<ul style="list-style-type: none"> • Advice and support on behaviour, exclusion, reintegration strategies and Team Teach (safe handling)
Developmental Co-ordinator Disorder (DCD) Occupational Therapy (OT)	<ul style="list-style-type: none"> • Assessment for physical needs to promote independence • Needs-based advice – correct seating, exercises • Assessing and providing programmes for physical needs
Physiotherapists	
Social Care	<ul style="list-style-type: none"> • Support for vulnerable children and families
Looked After Team for Children In Care	<ul style="list-style-type: none"> • Manage children in care and their family support. Needs-based service
Cornwall Parent Partnership Service SENDIASS	<ul style="list-style-type: none"> • Provide information, advice and support for children and families with SEND

