



Veryan CofE School

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

At Veryan we are proud to be a small, nurturing school where children grow in confidence, develop key skills, and build strong, positive relationships. Our engaging curriculum is designed to inspire every child and support their individual learning needs, helping them reach their full potential. We celebrate progress in all areas—academic and personal—and encourage children to contribute to both our school and the wider community. Veryan is an active and happy Church of England 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. Our School is part of a Multi Academy Trust. The Trust brings together eleven church schools in a collaborative way, to share, learn from and support each other to benefit the pupils of all the schools. Managed centrally, the trust will provide school improvement opportunities, financial stability and a family network of schools that under the common synergy of a Christian based learning environment will provide high quality education in rural Cornwall. We want all of our pupils and staff to succeed and our promise is to try our best to give each and every pupil that opportunity to achieve and to reach their full potential. 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 Veryan are all trained to cater for the needs of the children in their care both inside and outside of the classroom using the 'TIS' approach. 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 and where necessary other learning interventions developed on an individual need basis. We also seek support from external agencies where appropriate. The planning and delivery of the curriculum is differentiated by our talented team of teachers and their assistants. Our Special Educational Needs and Disability coordinator is Gabrielle Westland and our Governor who has responsibility for SEND is John Parr.

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




Caroline Jarret
Gabrielle Westland

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Schools number 01726882644




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"> • The views and opinions of all children are valued • Pupil voice is heard in all aspects of school • Pupil voice is heard through: <ul style="list-style-type: none"> ○ Class Circle Time ○ School Council ○ Head of School Questionnaires • Pupil conferencing/survey • Veryan School works in close partnership with all parents and carers and operates an 'open door' policy • Parents / Carers of all pupils are invited to attend Parent Consultation meetings • Reports are sent home termly detailing achievement and attainment in all areas of the curriculum • Children's reading / homework diaries are used to encourage written dialogue between home and school • Parents / Carers know exactly who to contact if they have any concerns • Termly targets are sent home by the class teachers enable parents / carers to understand more about what their child is learning • Parents / Carers are encouraged to engage in 1 to 1 reading with their child at home as well 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities • 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. • Parents / Carers are able to contact school regarding concerns at any time • Our school has a designated Child Protection Teacher and a Child In Need Advocate. • Our school has a fully trained TIS practitioner and a trained ASD champion. 	<ul style="list-style-type: none"> • Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews • Parents' / Carers' and children's views are an integral part of and form the basis of SEND reviews • Advocacy is available to parents / carers on request to ensure the fulfilment of the above • All documentation is presented in a format that is accessible to individual parents / carers • Parents / Carers are encouraged to engage in 1 to 1 interventions and activities provided to support their child at home • Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book • We are beginning to engage the children in self assessment activities eg evaluating their progress against their targets




<p>as helping out with class reading sessions in school</p> <ul style="list-style-type: none"> • Parents have access to the School Nurse – sessions are private and confidential • Home/School agreement makes roles absolutely clear • Parents invited to celebrate in themed celebrations – invitation to harvest festival, for example 		
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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"> • Veryan aims to work in close partnership with all parents and carers . • Parents / Carers of all pupils attend Parent Consultation meetings termly Reports are sent home detailing achievement and attainment in all areas of the curriculum • Children’s reading / homework diaries are used to encourage written dialogue between home and school • Parents / Carers know exactly who to contact if they have any concerns • The school’s website and termly overviews sent home by the class teachers enable 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities • 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. • Parents / Carers are able to contact school regarding concerns at any time • Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. 	<ul style="list-style-type: none"> • Parents / Carers are supported in attending, and are actively involved in, TAC meetings and SEND reviews • Parents’ / Carers’ views are an integral part of and form the basis of TAC meetings and SEND reviews • Advocacy is available to parents / carers on request to ensure the fulfilment of the above • All documentation is presented in a format that is accessible to individual parents / carers • Parents / Carers are encouraged to engage in 1 to 1 interventions and

<p>parents / carers to understand more about what their child is learning</p> <ul style="list-style-type: none"> • 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 • Parents have access to the School Nurse – sessions are private and confidential • Home/School agreement makes roles absolutely clear • Parents invited to celebrate in themed celebrations – invitation to harvest festival, for example • Pupil Premium • School newsletters are sent to parents through Class Dojo, email and the school website 		<p>activities provided to support their child at home</p> <ul style="list-style-type: none"> • Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book • School has a Family Support School Link worker from Early Help who holds half termly 1:1 drop ins/ appointments for parents • School has access to Mental health support team for child and parent intervention
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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"> • Intervention strategies and programmes are led by the needs of the pupils 	<ul style="list-style-type: none"> • Pupils are supported in following their interests and individualised curriculum (where

<ul style="list-style-type: none"> • The curriculum at Veryan School is designed and adapted to ensure the inclusion of all pupils • All pupils, regardless of their ability and / or additional needs, have full access to the curriculum • Assessments, including Dyslexia Screening, are used to identify pupils who may need specific interventions • Our SENDCO meets with parents on request to discuss any concerns that parents/ carers may have. 	<ul style="list-style-type: none"> • The progress of pupils taking part in intervention groups is measured on a regular basis and monitored over time for continuity • Intervention programmes are adapted as appropriate in light of pupil progress • Small group interventions include: include Read Write Inc Fast Track Tutoring for example • Our Whole school phonics is taught across at least 5 ability groups- stage not age • Dyslexia Small group literacy and study skills. • Social skills groups eg Lego Group, Time to Talk • We adapt the curriculum for pupils with SEND in the following ways <ul style="list-style-type: none"> - Quality First Teaching, - using a range of different teaching and learning strategies - Using resources or equipment to support a specific need - Using scaffolding to provide support - Differentiated learning materials - Providing in and/or out of class support - Using flexible groupings - Providing specific interventions or boosters in small groups or 1:1 - Implementing support and advice from external agencies - Providing a broad range of extra-curricular activities 	<p>appropriate) regardless of their SEN and / or disabilities</p> <ul style="list-style-type: none"> • Pupils with special needs and / or disabilities can access the curriculum with adult support as appropriate • In exceptional circumstances pupils, may be dis-applied from some subjects, tests or assessments. This must be agreed by all involved.
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<ul style="list-style-type: none"> • All staff at Veryan use a 'Dyslexia Friendly' approaches to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all children • Lessons are carefully planned to include clear stages, progress checks and different teaching and learning styles • Groupings are made within classes and sometimes across classes or Key Stages. This may sometimes be by ability but is often mixed ability or mixed age. • Preferred learning styles are used • Learning objectives are discussed for each lesson and displayed when appropriate • Differentiated success criteria are also discussed • Children's work is regularly marked against the learning outcomes and often done so by the children and their peers (see marking policy) and targets are either visible or easily accessible for each child • Alternative ways of recording work are often used • Homework support is available 	<ul style="list-style-type: none"> • Class teachers and Teaching Assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision • Class teachers and Teaching Assistants work with small groups to: <ul style="list-style-type: none"> - Ensure understanding - Facilitate learning - Foster independence - Keep pupils on task • If the class teacher is working with a group the teaching assistant supports the class with tasks already set by the teacher • Independent pupil learning is supported by the use of technology where appropriate. • Special arrangements are put into place for both internal and external assessments e.g. readers, scribes etc. • Learning is differentiated, cumulative and multi-sensory with opportunities for repetition and over-learning • Marking/ feedback/monitoring which identifies individual next steps and is responsive to any individual targets/plans • Feedback which encourages a growth mindset and praise for effort as well as accuracy • Use of targeted and differentiated questioning that provides challenge and encourages metacognition • Allowing understanding to be demonstrated in different ways (oral reports, video presentations, posters etc) 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent and supported learning • 1 to 1/ close support is in place for pupils who need more intensive support e.g. for those with physical disabilities, speech and language difficulties, autism, severe Literacy difficulties etc. • Outreach Support is requested as necessary for advice on teaching and learning eg Special Partnership




	<ul style="list-style-type: none"> • Opportunities for whole class learning breaks / movement breaks / sensory breaks within each learning session 	
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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 
<p>Pupils are encouraged to seek help from alternative sources before asking the teacher or teaching assistant</p> <ul style="list-style-type: none"> • Technology is available to aid independence • There is a wealth of resources in each classroom which promote independence • There is a wealth of resources in each classroom which promote independence including resources available to pupils - resources on working walls. • Providing step by step instructions (oral and or written) with visual support, if necessary, e.g. use of visuals to accompany key words or use of different coloured pens to highlight key words • Repeating instructions and checking for understanding, as required • Pre-teaching new and important concepts including relevant vocabulary • Clarifying, explaining and checking understanding of vocabulary as we teach • Supporting pupil expression through the use of 	<ul style="list-style-type: none"> • When teaching assistants are in the classroom they facilitate independence • Pupils have personalised equipment to help them learn such as task boards, timers etc. • Pupils have personalised equipment to help them learn such as task boards, talking tins and timers etc. • As appropriate, pupils have access to: <ul style="list-style-type: none"> - Visual timetables - Task cards - Prompt cards - Checklists - Coloured overlays/paper - Individual visual timetables - Now next boards - 5 point scales 	<ul style="list-style-type: none"> • Teaching assistants provide close support to pupils encouraging 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. • Additional support is shared to build resilience in the child so they have the self-coping strategies when and if the teaching assistant who offers dynamic or close support is absent <ul style="list-style-type: none"> • Where appropriate, personalised task boards and timetables are in place to support independence • Individual Behaviour plans • Sensory equipment • Personalised social stories • Pencil grips, ear defenders • Bands for chair legs • Personalised rewards charts

<p>sentence starters/language stems and other visual scaffolding</p> <ul style="list-style-type: none"> • Allowing extra time for processing e.g. ask question and then come back/use of reflection time • Use of Talk partners 		
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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"> • PSHE / PSED / Circle Time sessions include all children • The SENCo and mental health lead coordinate provision for children with wellbeing, emotional, physical and mental health needs • Peers support each other in class and older children support younger children in the school • Children have access to the Parental Support Advisor and School Nurse – sessions are private and confidential. Bereavement counselling is also available through this team • Pupils' health issues are dealt with by staff as and when they arise • Risk assessments are made for all activities both inside and outside of the classroom • All staff have an awareness of the TIS and PRICE approach to support all our children and have received training. 	<ul style="list-style-type: none"> • Support for issues such as bereavement or behavioural issues from the Parental Support Advisor. • Dynamic or close support is offered for children who are experiencing emotional issues. This may take the form of small group, circle time or R-Time. • 'Fun Fit' helps children with coordination issues and is offered periodically when needed. • Annual applications to the Wave Project are also made in consultation with parents/carers. • All staff have an awareness of the TIS approach to support specific children as supported by our TIS practitioner. • School Link Mental Health Support Worker works with small group and whole class interventions as needed 	<ul style="list-style-type: none"> • TAC/TAF meetings, Early Support meetings and reviews are supported by a range of external agencies including the school nurse • PIVATS is used to tailor provision to need • Additional support for pupils can be requested from: <ul style="list-style-type: none"> ○ CAMHS ○ Dreadnoughts ○ Social Care ○ Penhaligans' Friends ○ Parent Support Service ○ Speech and language ○ School nurse ○ Mental Health Support Team- 1:1 sessions • Cosy/quiet corner to access as needed for calm time or time out • Children with specific medical conditions have individualised health care plans




7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All children have opportunities for social interaction, regardless of need, for example through mixed playtimes and lunchtime tables. • All children belong to a class with children of the same or similar age. • All children are invited on trips and visits • Older children are often involved in 'paired reading' with younger children and also have the opportunity to share work • We have many links with other schools in our network through sport and the arts. • All children are encouraged to take part in community events, such as local village events, church events • Our children are encouraged to perform at local events 	<ul style="list-style-type: none"> • Some children are encouraged to take leadership roles in helping with younger children at playtimes • 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) • More able children are encouraged to take part in Maths and English sessions at the local secondary when offered 	<ul style="list-style-type: none"> • Children are individually supported by adults to enable their attendance at after school clubs




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

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"> • All areas of the school are accessible to everyone, including those children with SEND • All classrooms are wheelchair accessible • Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively • There are named child protection and child in need staff (Designated Safeguarding Officers) • All areas of the school are uplifting, positive and support learning • Teachers focus on rewarding good behaviour to promote a positive learning environment • The systems in place for rewards and sanctions are robust and displayed around the school 	<ul style="list-style-type: none"> • Non-slip mats and non-breakable equipment are available in practical lessons e.g. cooking • There are named adults who are PRICE trained • An adapted toilet is available for those who may need it. 	<ul style="list-style-type: none"> • Classrooms are made accessible for children with additional needs • Large visual timetable at front of class, personalised timetables as needed • Visual prompts for rules and behaviour • Labelling of resources • Visual schedules for key routines • Visual task break downs • Models of what a good one looks like • Resources to support understanding and identifying emotions • IWB formatting to follow guidelines from British Dyslexia Assoc • Concrete resources/props/stimuli eg Number lines/Numicon/counters/cubes etc • School works in partnership with the Hearing, Visual and the Physical and Medical Needs Advisory Support teams as needed.

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"> • 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 • Children visit the local secondary schools regularly for specific events • Secondary staff visit Year 6 children in the summer term • Transition sessions for pre-school children and induction days for Year 6 take place in the summer term 	<ul style="list-style-type: none"> • Children identified as possibly struggling with transition have many additional visits to secondary school or into the Reception class, individually or in small groups • Communication passports are put together for all children who cannot communicate for themselves 	<ul style="list-style-type: none"> • The SENDCo attends all EHCP reviews and TAC meetings • 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. • Representatives from secondary schools are invited to transition reviews • Children with SEND have participate in enhanced transition programmes including extra visits to secondary schools in Year 6

The SEND Qualifications of, and SEND training attended by, our Staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community.</p>  <ul style="list-style-type: none"> • 	<p>To enable targeted support and provision</p> 	<p>To enable Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • SENDCO: Gabrielle Westland holds the Post Graduate Dip in SEND SENDCo Gabrielle Westland holds the National Award for Special Needs Coordination and the Trauma Informed Schools Practitioner Award. SENCOs across the trust receive support and guidance, including termly training sessions from the Executive SENCO. She is Autism Champion, MeLSA trained and SPACE (Supporting Parents and Children Emotionally) trained, trained to use the Neurodevelopmental Profiling Tool • 3 staff first aid trained • 1 staff trained in Dyslexia awareness. • HOS SENDCO trained in TIS approach • All staff have completed basic level 2 equivalent safeguarding training. □ • All staff trained in ASD awareness. • All staff trained in TIS and PRICE 	<ul style="list-style-type: none"> • 3 staff first aid trained • 1 staff trained in Dyslexia awareness. • SENDCo – Autism champion • 1 x staff Draw and Talk trained • All staff Emotions Coaching trained 	<ul style="list-style-type: none"> • 3 staff first aid trained • 1 staff trained in Dyslexia awareness. • 1 staff TIS practitioner • SENDCo – Autism champion.

This is how we:

Assess and review the progress of our children/ young people's progress towards outcomes.

Personal targets each term set by teachers. These are reviewed with parents / carers and children at the end of the set period.

Data tracking across whole school to monitor effectiveness of interventions.

Targets monitored weekly by adults working with specific children or groups.

Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)

Close links maintained with parents and carers to keep an open dialogue on children's progress.

Evaluate the effectiveness of our provision for children and young people with SEN.

Personal targets each term set by teachers with parent input. These are reviewed with parents / carers and children at the end of the set period.

Data tracking across whole school to monitor effectiveness of interventions.

Targets monitored weekly by adults working with specific children or groups.

Input of outside agencies monitored for effectiveness in specific areas (eg; speech and language)

Close links maintained with parents and carers to keep an open dialogue on children's progress.

If interventions are not making an impact on progress towards targets then they need to be modified or changed completely.

Handle complaints about the provision made at school.

Any complaints will be forwarded to the Head of School, The SENCO and the Chair of Governors who will aim to investigate and remedy any problems with the school's provision. A full complaints policy is available on our website.

A copy of the Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:
<http://cornwall.childrensservicedirectory.org.uk>

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help	<p>The 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust. The Early Help Hub looks at requests for help. These can be submitted by parents and / or professionals with consent, and identify:</p> <ul style="list-style-type: none"> • the right help • at the right time • by the right service 	<ul style="list-style-type: none"> • 01872 322277 • earlyhelphub@cornwall.gov.uk
Neurodevelopmental Assessment Team	<p>Neurodevelopmental Assessment Team A multi-disciplinary assessment team consisting of:</p> <ul style="list-style-type: none"> • psychiatrists • clinical psychologists • speech and language therapists • occupational therapists • paediatricians and nurses • neurodevelopmental practitioners <p>Children and young people who have a mixed picture of difficulties or complex presentations are assessed through this team. The team carry out assessments to explore whether your child may have autism.</p>	<p>Children's Care Management Centre, Truro Health Park, Infirmary Hill, Truro, TR1 2JA cpn-tr.ASDTEAM@nhs.net</p>
Children's Mental Health Support Team	<p>Children's Mental Health Support Team Many schools across Cornwall are now working with a Mental Health Support Team. Your local team is an NHS service and will help your school to consider their approach to children and young</p>	<p><u>Children's Mental Health Support Team Cornwall Partnership NHS Foundation Trust</u></p>

	people's mental health. They also provide additional capacity and support to the help that is already available from existing mental health and wellbeing services.	
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We 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's Early Help, Psychology & Social Care Services.	Senior Educational Psychologist for mid-Cornwall 01872 323022
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.	01208 834488 cpn-tr.enquirslt@nhs.net
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.	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 regularly	Children's Community Therapy Lead 01872 254531

Social Workers		Cornwall Council Children's, Schools and Families Team 0300 1234 101
Family Support Link worker	A FSLW provides termly drop ins and a seamless link between home and school which enables a child's well-being and promotes a positive attitude towards education	Contact through school
The Hearing Support Team	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	Speech and Language Therapy Unit 2 Bodmin Business Park Harliegh Road Bodmin PL31 1AH Telephone: 01208 834488
Cornwall Dyslexia Service	This service works closely with schools, children/young people, parents/carers and the Cornwall Dyslexia Association to ensure the successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training. The service continues to support us to achieve the Cornwall 'Inclusive, Dyslexia Friendly Schools' award which we are planning to reaccredit this year.	dyslexiaservice@cornwall.gov.uk
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.	01872 221400
Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this	01726 212706 cornwall@scope.org.uk

	they provide us with moving and handling training for children.	
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.	Contact via school: 01726 842595 Central Office: Sedgemoor Centre Priory Road St Austell
Autism in Schools Team	<p>The Autism in Schools Team is a service supporting young people with autism of school age.</p> <p>The Autism in Schools Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.</p>	Mid Cornwall Advisor 01579 341132
CAMHS	CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.	Sedgemoor St Austell 01872 221400
Bowel and Bladder Nurse	This service supports and advises children and young people who suffer with bladder and bowel dysfunction. They provide individual assessments, advice, support and education to children, young people, families, carers, healthcare professionals and allied professionals in education, social services and the voluntary sector.	Penrice Hospital St Austell Cornwall Daphne Appleton 01726 873095
Children's Trust Early Support	In January 2009, the Cornwall Children's Trust was formed with a responsibility to oversee the implementation of the Children and Young People's Plan.	01872 322970 Mid Cornwall Crin Whekan 01872323329

<p>Children In Care (Education support service) Cornwall social Care Services</p>	<p>Children in Care Education Support Service (CICESS) is part of Cornwall's Children in Care Strategy and has been up and running since September 2008 as the 'Virtual School for children in care in Cornwall'. Their priority is to promote the educational attainment and achievement of Children in Care, under section 52 of the Children Act 2004.</p>	<p>01872 322462 Priory house Bodmin 01208 251300</p>
<p>Community Paediatric Consultant</p>	<p>The consultant community paediatrician is a senior children's doctor who specialises in the care of children with developmental or neurological problems.</p>	<p>Dr Murty St Austell Centre 01872 254527</p>
<p>Ear Nose and Throat Dept Treliske Hospital</p>	<p>The ENT Department is part of the Surgical Division, which includes Paediatric, Breast, Vascular, Urology, Oral Surgery, Ophthalmology and General Surgery.</p> <p>The ENT department provides inpatient services at the Royal Cornwall Hospital and Outpatient services at Royal Cornwall Hospital, St. Michaels Hospital, Camborne and Redruth Hospital, Falmouth Hospital, Newquay Hospital, Bodmin Hospital and Penrice Hospital.</p>	<p>Treliske Hospital 01872 254901</p>

This offer was reviewed and names / details updated -March 2025