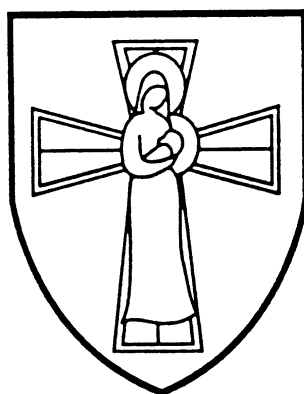


Special Educational Needs (SEN) Information Report

St Mary's Catholic Primary School, Bodmin



Approved by:	Mrs L Langton	Date: July 2025
---------------------	---------------	------------------------

Last reviewed on:	
--------------------------	--

Next review due by:	July 2026 (or sooner if information changes.)
----------------------------	---

Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?	6
4. How will the school know if my child needs SEN support?	6
5. How will the school measure my child's progress?	7
6. How will I be involved in decisions made about my child's education?	8
7. How will my child be involved in decisions made about their education?	8
8. How will the school adapt its teaching for my child?	8
9. How will the school evaluate whether the support in place is helping my child?	10
10. How will the school resources be secured for my child?	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? ...	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	11
13. How does the school support pupils with disabilities?	11
14. How will the school support my child's mental health and emotional and social development?	11
15. What support will be available for my child as they transition between classes or settings?	11
16. What support is in place for looked-after and previously looked-after children with SEN?	12
17. What should I do if I have a complaint about my child's SEN support?	12
18. What support is available for me and my family?	12
19. Glossary	13

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Langton. She has over 6 years' experience in this role and, prior to being out of class for her SENCO role, worked as a class teacher for 16 years across Key Stage 1 and Key Stage 2.

Mrs Langton has achieved the National Award in Special Educational Needs Co-ordination and recent training includes Level 2 Makaton; safeguarding; sensory processing and neurodivergence.

Mrs Langton is allocated 2 days a week to manage SEN provision.

Pastoral Lead

Our Pastoral Lead's name is Mrs Cox. She has 6 years' experience in this role and works closely with the SENCO in school.

Mrs Cox has undergone training on Trauma Informed Schools; Makaton; bereavement; parental conflict; safeguarding and various areas of Mental Health.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teachers also receive selected training from external providers and support services, such as the Autism in Schools Team; the Educational Psychology service; Occupational Therapists; Communication Support Team. All staff are trained in the Trauma Informed Schools approach.

Teaching Assistants (TAs)

We have a team of 14 TAs in school, including 2 higher-level teaching assistants (HLTAs), who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Speech and Language support; Fun Fit; Precision Teaching; Read Write Inc Interventions; Lego Therapy; We Thinkers.

In the last academic year, TAs have received CPD which includes using devices to support speech; the Trauma Informed Schools Diploma; strategies to support development of fine motor skills.

External agencies and experts

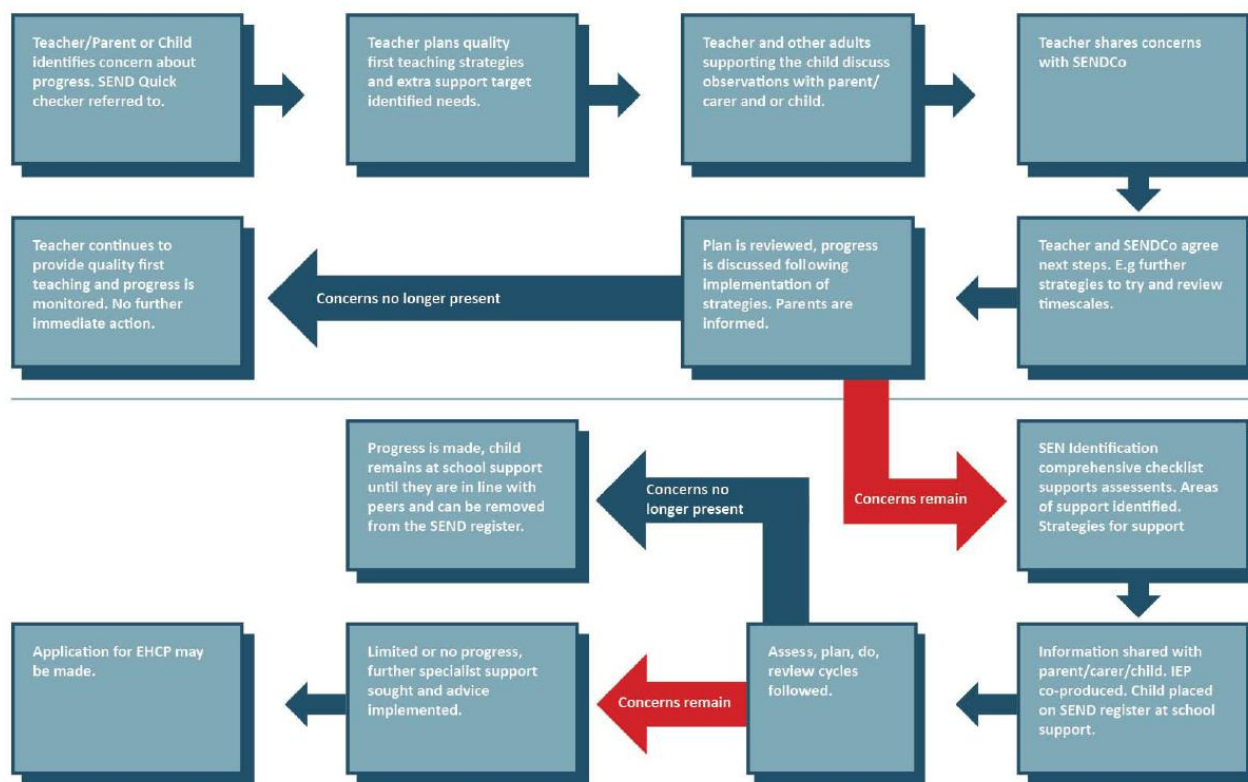
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Communication Support Team
- Augmentative and Alternative Communication Team
- Cognition and Learning Team
- Autism in Schools Team
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Education Mental Health Practitioner (EMHP)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

At St Mary's we follow the Plymouth CAST SEND Pathway. This follows a graduated approach to SEND.

Identification of Special Educational Needs - Pathway



If you think your child might have SEN, the first person you should tell is your child's teacher. You can get in touch with them by seeing them at the beginning or end of the day, or via Class Dojo.

They will pass the message on to our SENCO, Mrs Langton, who will be in touch to discuss your concerns.

You can also contact Mrs Langton, the SENCO, directly via Class Dojo message.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include progress through our phonics scheme (Read Write Inc), or in their writing and maths; or through observations in the classroom or playground.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to fill it. This may be by slightly adapting the way things are being taught, providing some additional short-term support, additional teaching or working with you to support your child with some additional practice at home. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an Educational Psychologist, or a Paediatrician.

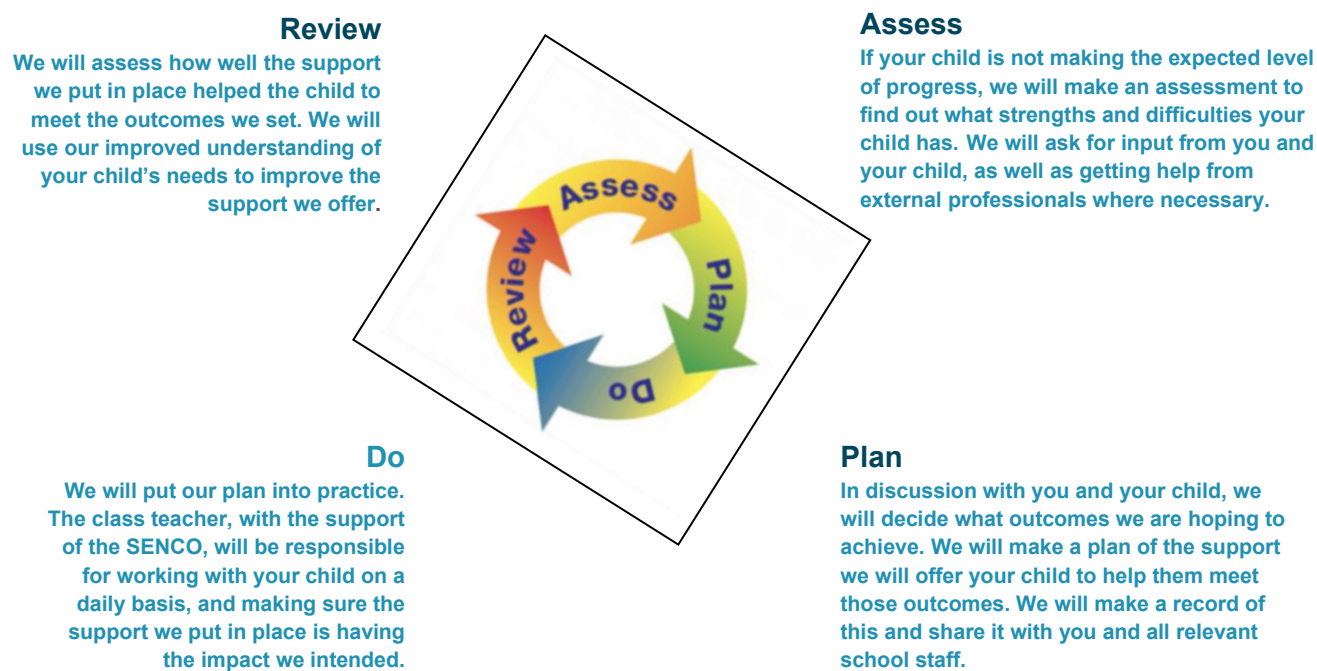
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher (with support from the SENCO) will work with you to create an Individual Learning Plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be written up as SMART targets in an Individual Learning Plan (ILP). SMART targets are outcomes which are Small, Measurable, Achievable, Realistic and Time-bound.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We provide termly reports on all children's progress.

Your child's class teacher will also invite you to meet with them each half term to:

- Set clear outcomes for your child's progress (Individual Learning Plan targets)
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via Class Dojo.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

For information about our Accessibility Plan, please see our website: https://www.st-marys-bod.cornwall.sch.uk/special_educational_needs

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using symbols or pictures to support spoken word, etc.

- Adapting our resources and staffing, by making use of individual workstations or accessing areas outside of the classroom for certain activities, such as our Forest School area, Wellbeing Room or the sensory equipment in The Den.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups during lessons in the classroom; or in additional intervention sessions.
- Teaching assistants will work on a smaller ratio to support our pupils who have more complex needs. They may need to support the class teacher with planning and delivering significantly adapted learning tasks for the pupil if they are working well below their Age-Related Expectations; or the Teaching Assistant may be required to deliver multiple interventions and provisions in the pupil's weekly timetable.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism	Individual workstation; 'In and Out' trays of work to complete; visuals to include timetables, Now / Next, routines; Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope; coloured overlays; dyslexia-friendly classrooms; support from the Cognition and Learning Team.
	Moderate learning difficulties	Precision Teaching, adapted teaching; individualised curriculum where advised to do so; support from the Educational Psychologist.
	Severe learning difficulties	Individualised curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation, visuals to include timetables, Now / Next, routines, 'fidget' resources; movement / sensory breaks.
	Adverse childhood experiences and/or mental health issues	Nurture groups; sessions with TIS-trained Practitioner; sessions with EMHP; pre-arranged 'safe spaces' to go to if needed for re-regulation.
Sensory and/or physical	Hearing impairment	Use of devices as advised by the Hearing Support Team.
	Visual impairment	Limiting classroom displays, increased font sizes, use of technology as advised by Vision Support Team.
	Multi-sensory impairment	Provision as advised by support service.
	Physical impairment	Provision as advised by support service.

These interventions are part of our contribution to Cornwall Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half term
- Reviewing the impact of interventions after 6 weeks
- Using daily assessments and observations from the Class Teacher and Teaching Assistant
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding termly Pupil Progress meetings between the class teacher and the Senior Leadership Team
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This will usually require requesting an Education, Health and Care Needs Assessment. If this request is successful, the Local Authority will arrange for an assessment of the pupil's Education, Health, and Care Needs to take place. Advice will be sought from parents, school and all agencies involved; an Education, Health and Care Plan (EHCP) will be written; and the Local Authority will decide how much additional funding they will provide in order for the pupil's needs to be met. If the school needs to recruit additional staff, they will follow the Plymouth Cast recruitment policy. Approval for all posts must be sought from the Trust before the school can begin the recruitment process.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in all our curricular activities and events including sports day, school plays and special workshops. No pupil is ever discouraged from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All admissions are arranged by Cornwall Council. They ensure that prospective pupils whose EHC plan names the school will be admitted before any other places are allocated. Once pupils have been allocated a place by Cornwall Council, we will be informed about any pupils who have a disability or special educational needs. We will meet with parents to discuss their child's needs and together we will plan support.

13. How does the school support pupils with disabilities?

At St Mary's, we ensure that our education is inclusive and that adaptations are made to learning and the environment so that everybody can take part. Where needed we provide support to help disabled pupils access the school, including the provision of auxiliary aids and services. We work alongside advisory services such as Occupational Therapy to ensure that the learning environment is accessible for all pupils.

For information about our Accessibility Plan, it can be found on this page of our website: https://www.st-marys-bod.cornwall.sch.uk/special_educational_needs

14. How will the school support my child's mental health, and emotional and social development?

All Schools within the Trust are working towards becoming Trauma Informed Schools and all adults have had training to help them recognise signs that children may be having difficulty socially, emotionally or mentally. Adults are trained in ways to support children, and all children have trusted adults that they can reach out to at times of difficulty.

We provide support for pupils to progress in their emotional and social development in the following ways:

- We use Zones of Regulation across the school to help pupils to learn how to understand, identify and communication their emotions. Using these Zones of regulation, teachers provide daily 'Check Ins' for their classes. In this way, pupils can communicate if they are not ready for learning and need to talk about something that may be bothering them.
- Pupils with SEN are encouraged to be part of the School Council, Gift Team, Eco Team and other groups within the school
- We survey all pupils at least once a year to seek their views about how well they are settled in school and how well they are connected to the adults and their peers. This is called our School Bonding Questionnaire
- We provide extra pastoral support for listening to the views of pupils with SEN by having our Pastoral Lead available in school for pupils to speak to or to run sessions for pupils where needed.
- We have an Education Mental Health Practitioner (EMHP) who runs intervention sessions weekly. In collaboration with the Pastoral Lead, she has a programme of group, whole-class or individual sessions planned for the year. For individual work, she can work with a caseload of 3 pupils (and sometimes their parents) at a time and further advice can be shared to school staff going forward.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by promoting our Gospel Values including kindness, peace, justice and courage; and by teaching pupils what to do if incidents of unkindness or bullying occur. Allegations of incidences of bullying are taken seriously, investigated and dealt with straight away.

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Both the current teacher and the next year's teacher attend a transition meeting when the pupil's SEN is discussed. All records and resources in place for the pupil are passed up to the next teacher.

- Transition activities and sessions with the incoming teacher are planned in towards the end of the summer term. Additional contact time with the next teacher is planned in for those pupils who need an enhanced transition.
- Visual materials, such as a transition book or videos on Class Dojo, are sent home before the end of the year for the pupil to look at over the Summer break.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. They will meet with the pupils for transition sessions in our school; pupils will be invited for transition sessions at the next school; the secondary SENCO will meet with parents to write Support Plans for the next year.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Familiarising themselves with the school site and how to use a map of the site
- Learning how to get organised independently

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Moran is the designated teacher for looked-after children and previously looked-after children.

Mr Moran will work with Mrs Langton, our SENCO, to make sure that all teachers understand how a looked-after child (LAC) or previously looked-after child (PLAC)'s circumstances and their SEN might interact, and what the implications are for teaching and learning.

When a LAC or PLAC is new to our school, we work with Virtual Schools who advise us and lead on meetings whilst the pupil is transitioning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a concern about my child's SEN support?

If you have concerns about the progress your child is making or the support they are receiving you should speak to the class teacher in the first instance. They may suggest that you have a meeting with the SENCO to discuss your concerns and work together to agree how to address these. If you are still concerned you should follow the school complaints procedure. You can find a copy of that here: <https://www.st-marys-bod.cornwall.sch.uk/policies>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cornwall Council's local offer. They publish information about the local offer on their website: <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-local-offer/>

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are: <https://cornwallsendiass.org.uk/>

Local charities and organisations that offer information and support to families of children with SEN are:

Action for Children Cornwall S.P.A.C.E.: <https://www.actionforchildren.org.uk/how-we-can-help/our-local-services/find-our-services-near-you/cornwall-space/>

Cornwall Council Family Hubs: <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/family-hubs/>

Parent Carers Cornwall: <https://parentcarerscornwall.org.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **ILP** – Individual Learning Plan. The document in which targets are recorded, progress is noted, then targets are reviewed after 6 weeks.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **LAC** – Looked-After Child. A child who is in the care of the Local Authority.
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **PLAC** – Previously Looked-After Child. A child who was previously in the care of the Local Authority.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO / SENDCO** – the special educational needs (and disabilities) co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **SMART Targets** – when writing targets for a pupil, we ensure that they are SMART – Small, Measurable, Achievable, Realistic and Time-bound.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- **Zones of Regulation** – a tool we use in school which has colour-coded zones to help pupils to understand and communicate how they are feeling and what they can do to help themselves