



St Mary's Catholic Primary School

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



All the teachers in the school are teachers of children with SEND. As such, St Mary's Catholic Primary School adopts a 'whole school' approach to SEND which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial.

The school operates an equal opportunities policy for children with SEND, affording them the same rights as other children. This includes both those children with Education, Health and Care Plans (EHCPs) and those others with less complex needs. Please refer to the Gender and Disability Equality Policy.

The school aims to identify, support and provide for pupils with SEND and additional needs as early as possible, and encourages such pupils to develop their confidence and build their self-esteem. The school aims to provide appropriate support, advice and training for all staff.

The school will provide 'reasonable adjustment' for children with medical conditions and disability, but these alone do not constitute SEND.

Link to Special Educational Needs and Disability Policy
https://www.st-marys-bod.cornwall.sch.uk/special_educational_needs

Link to Equality and Diversity Policy
<https://www.st-marys-bod.cornwall.sch.uk/policies>

Link to Accessibility Plan
<https://www.st-marys-bod.cornwall.sch.uk/policies>

Special Educational Needs and Disabilities Coordinator at St Mary's:

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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 
All children are involved in decisions made at all stages of their learning and development. Each class has two school council representatives, voted for by the children. Children actively involved in Wellbeing Team; Eco Team and Gift Team. Pupil voice is heard through pupil conferencing and general consultation as part of school life. Children are welcome to attend Parents' Evenings to discuss progress and targets. Parent and Pupil Support Advisor is available for the children to talk to.	The child's views are always sought during the school's graduated response to SEND.	Child's voice towards targets for Individual Learning Plans (ILPs) / Individual Behaviour Plans (IBPs). Pupils' views sought and, where possible, attendance at Annual EHCP Review meetings. Pupils' views sought for their end of year report. Pupil's views sought for Early Support / Team Around the Child (TAC) meetings.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school works in partnership with all parents and carers. The parents / carers of all children are invited to attend Parents' Evening meetings every term; Meet the Teacher meetings at the beginning of the school year; EYFS welcome meetings; meeting with the Head Teacher for parents / carers of new pupils joining the school. Reports are sent home annually. Reading record books and homework planners provide links between home and school. 'Open door' policy for parents who have concerns. School website, Class Dojo and Newsletter have useful information for parents / carers. The school uses Class Dojo and Parents / carers and pupils have their own log-in details. Teachers can write posts and send direct messages. Parents can contact the class teacher.	Additional support from Parent and Pupil Support Advisor. Drop-In sessions with SENDCO.	Parent and Pupil Support Advisor works with parents / children / school. Parent / carers are actively involved in Early Support / Team Around the Child (TAC) meetings. Parent / carer views are an integral part of Early Support meetings and SEND reviews. Advocacy, through Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is available to enable the above. Individual home / school books or use of Class Dojo enabling parents / carers and staff to liaise where regular face to face meetings are not possible. Translator supported welcome and transition meetings for English as an Additional Language (EAL) pupils and their parents / carers. Additional transition meeting for parents hosted by our school, with Secondary School

Parents / carers invited to school Masses, Christmas performances, coffee mornings and Year 6 leavers' assembly.		staff visiting.
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All children, regardless of their ability / additional needs, have full access to the curriculum. Selected areas of the curriculum are linked with a topic-based approach to appeal to the interest of the children. Skills are developed through a creative approach within a coherent and well-planned curriculum. The curriculum is adapted in the planning, support and outcomes. Specialist music teachers work with one class to teach an instrument through First Access. Specialist PE teachers deliver PE lessons, which also serve as CPD for the teachers. All classes are well supported by Teaching	Intervention is carefully planned to meet individual needs. Adaptation in lessons includes scaffolding and the use of technology. The progress of children taking part in intervention groups is carefully tracked, evaluated and adapted as part of the 'Assess, Plan, Do, Review' process cycle. Small group intervention includes: • Phonics • English – reading, comprehension, spelling, writing and grammar. • Handwriting • Maths • Fun Fit • Year 6 support for revision Language support for children with English as an Additional Language.	Children with SEND can access the curriculum with adult support and/or technology as appropriate. Children with SEND are assessed using The Developmental Journal; The Engagement Model; The Pre-Key Stage Standards and Insight Small Steps. These are used as formative assessment tools and used for next steps. Individual intervention includes: • 1:1 Reading, spelling and maths programmes • 1:1 speech and language programmes with a specialist TA • 1:1 behaviour support • 1:1 social skills, e.g. We Thinkers; Socially Speaking. • 1:1 touch-typing and computer skills • 1:1 life skills / independence programme

Assistants for both academic and emotional needs.		1:1 symbol language support Dyslexia testing is used to tailor provision to need, e.g., toolkits for writing; dyslexia-friendly reading books, memory / organisation support; coloured overlays where appropriate.
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4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
The lessons are carefully planned to include clear stages, regular progress checks and different or preferred learning styles. Lessons are adapted through questioning (Bloom's Taxonomy); use of scaffolding; teacher modelling, I do, we do, you do; use of technology; Rosenshine Principles. Challenge or extension activities are always planned for, making use of higher-level thinking skills, such as reasoning. Flexible grouping is used by responding to the pupils' needs. Children are encouraged to evaluate their learning at the end of the lesson. Self and peer-assessment is used. Pupils have access to support materials, such	Class teachers and teaching assistants share information and lesson plans to ensure that children with SEND have targeted support and provision. Teaching assistants / class teachers work with small groups to: - Ensure understanding - Facilitate learning - Foster independence - Keep students on task If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher. Support is rotated over the week to ensure all receive support or challenge. An intervention teacher, class teacher or class TA provide targeted support to identified groups of pupils in English and	Outside agencies are used to advise on provision where this is needed, i.e. to ensure suitable teaching approaches; physical resources and practical support are in place. Children identified as 'at risk of dyslexia' are supported through the use of Dyslexia Toolkit, coloured overlays, reading rulers, spell checkers and technology such as laptops. The school will support children with physical needs or sensory impairments with equipment, as provided or advised by external agencies. Some children are supported with visual timetables, clear routines, timers, now and next boards. Personalised and highly differentiated work is provided where children need to access

as 100 squares, multiplication grids, manipulatives, phonics mats, dictionaries etc. Marking ladders / toolkits. Peer and self-assessment is built into learning. Whole class rewards using Class Dojo. Where possible, work is responded to by teachers during the lesson and a VF (Verbal Feedback) stamp is used to indicate this. Children's work is regularly marked in green pen. Children are encouraged and supported to respond to the marking to further their learning using purple editing pens. Growth mindset is supporting children to take responsibility for own learning. Children's targets are recorded in their work books. Working walls support children with their learning in English and maths. A key area of focus is topic vocabulary to be displayed and discussed. Alternative ways of recording are used. Visual timetables in classrooms support those who benefit from knowing what will happen next. Staff are provided with training on the use of questioning effectively.	maths. Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes, additional time) EAL specific intervention. Speech and language therapy intervention. Home learning activities tailored to each class or group Teachers have received CPD on Developmental Language Disorder and how to support children with Speech and Language Difficulties. Teachers have received CPD from the Cognition and Learning Team on how to support children with dyslexia. Teachers have received CPD on Sensory Circuits and how to use them to support children to regulate their sensory needs in the classroom.	learning using symbols or alternative communication aids. Independent learning is supported through the use of technology, e.g. laptops, iPads, spell checkers, talking tins. Some children with severe or complex needs may have additional teaching assistant support to access learning. Pre-teaching, post-teaching and Precision Teaching is used to enable some children to access the curriculum. Individual visual timetables, Now and Next boards. Pupils with SEND have target cards with them in class so children are clear on their next steps and staff can use them as a prompt for questioning and marking.
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All contributions are valued and achievements celebrated. Weekly celebration assemblies are held: two children are chosen per class to receive 'Gold Awards'. One child is also chosen for representing that week's Gospel Value and the children receive certificates from the head teacher.		
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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 
Use of success criteria and toolkits to encourage self-assessment. Resources are available which promote independence, including: • Word mats • Letter formation mats • Dictionaries • Number lines, 100 and multiplication squares Working walls for English and maths. Visual timetables. Effective questioning to foster independence. Opportunities for children to use self and peer	Where teaching assistants are in the classroom, they facilitate independence. Children have access to: • Task management boards • Visual timetables • Timers • Prompt cards	Teaching assistants working one-to-one with children encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books etc. Individualised visual timetable, now and next boards and task boards are in place to support independence. Pupils have personalised equipment to help them learn, such as talking tins, pens/pencil groups, overlays, timers etc. Children with intimate care plans in place are supported in developing independence to meet their personal care needs.

assessment, including: • Marking ladders / Success Criteria • Next steps Children use buddies and talk partners in lessons. Meta cognition materials to support independent learners.		Individual life skills / independence programmes, as advised by external agencies.
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6. Health, wellbeing and emotional support

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Our school motto reflects our whole school ethos – “Educate, Protect, Love, Serve.” Our school rules are: Ready, Respectful, safe. RSE programme ‘Life to the Full’ is delivered from EYFS to Year 6. This fulfils the statutory requirement to provide Relationships Education in Primary Schools from September 2020. Visitors invited in to give talks about safety, e.g. Childline, RNLI, Fire Service, Police.	All school staff are TISUK trained. Specialist TIS-trained practitioners are available to further support pupils in groups or individually. 3 members are also trained in Emotional First Aid to support pupils who find it very difficult to manage their feelings. Our Pastoral Lead is trained in Youth Mental Health First Aid and she is Senior Mental Health trained. Interventions include Lego Therapy and	Team Around the Child (TAC) meetings, Early Support meetings and SEND reviews are supported by a range of agencies. Additional support for children can be requested from: • CAMHS • Social Care • Bereavement Services (as required) • Educational Psychologist • Autism in Schools team Pastoral support as required. Our Pupil and Parent Support Worker is TIS-trained and

A significant majority of children feel safe and believe bullying is taken seriously. Some Upper Key Stage Two children are 'Lunchtime Buddies' for the Reception children. Children act as 'buddies' to support those who may be new to their class. Regular check-ins by class staff using the Zones of Regulation. Displays through the school / classrooms celebrate children's achievement. A variety of extra-curricular clubs are run. Risk assessments to ensure all children are kept safe. Safeguarding co-ordinator ensures all staff have up to date Tier 2 training as minimum requirement. Procedures are in place for noting concerns. All staff follow safeguarding protocols, including recording concerns on CPOMs. All staff have had training in Trauma Informed Schools.	Forest School.	can run TIS sessions individually or in groups. Mental Health Lead is designated to coordinate provision across the school. Referrals can be made to an Education Mental Health Practitioner to work with individual children or families for individualised programmes of support. Individual activity breaks. Relational Support Plans are written and agreed by all involved to support behaviour. Children with specific medical conditions may have Individual Health Care Plans and Intimate Care Plans. Key information is shared with staff.
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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
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All children have opportunities for social interaction, regardless of need. All children are supported to take part in whole school theme week activities. Specially planned activities encourage socialising across year groups, e.g. weekly enrichment activities, sports day, World Book Day quiz. All children attend trips, visits and shared experiences. Children have playtime in their key stages.	Lunchtime nurture/ playtime support group Lego therapy Emotion coaching Social skills interventions such as Socially Speaking; We Thinkers support those pupils who have social communication needs.	Children with SEND supported by TAs to take part in group activities. Lego therapy and emotion coaching are available to pupils on a 1-1 basis.

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

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The school is on two levels, and while each level is internally accessible for wheelchair users, there may be difficulty getting from level to level. Consideration is being given to this problem.	Rooms / spaces available for intervention. Wellbeing room is a safe space for pupils to access when they need it, or to use for	The SENDtural (SEND and Pastoral) office can be used to access resources, hold meetings or to access advice.

Working walls in the classrooms assist learning and encourage interaction. Water is available in all classrooms. With the children's input, we have designed our library to be a positive learning environment.	sessions. Use of gardening space – outside Fun-fit group	
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9. Transition from year to year and setting to setting

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We have strong links with feeder pre-schools and with the local secondary school. A nursery open day is held for children to visit with their parents. Children joining Reception from our nursery attend transition sessions, including having lunch in the dining hall. The Reception teacher visits children joining from other nurseries in their settings. Changeover day across the whole school. Taster / induction days for pupils in Year 6. Secondary staff visit several times to meet Year 6 pupils.	Students identified as possibly struggling with transition have additional visits – this includes children with SEND. The secondary school SENDCO and designated teaching assistant are involved at the earliest stage possible. SENDCO network meetings for the feeder primary schools. Visual clues / photographs to promote positive transition. Small group visits to secondary placements (SEND taster days)	Gradual transition to meet the child's needs when moving from class to class, or school to school. Transition booklets taken home containing information and photographs. Secondary SENDCO attends SEND Annual Review in Year 6. 1:1 visits to secondary placements. Additional parent / carer meeting for SEND children when needed. Advice from other agencies, e.g. Early Years Inclusion Team, to support individual transition.

Meetings are held between the present and the next class teacher to hand over information. Meet the Teacher afternoon at the start of the Autumn term to share information about class routines.		Translator supported meetings for pupils with English as an Additional Language and their parents / carers.
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Audiologist	SENDSCO and teachers can access audiology professionals to test a child's hearing.	Head of Audiology Julie Folkard Phone 01872 254907 Email rcht.audiology@nhs.net
Autism In Schools Team	The team works with children and young people with a diagnosis of an Autistic Spectrum Condition (ASC) aged 4-16. Their vision is to shape positive futures for these young people and to inspire, challenge and advise their partners to find shared solutions.	epandastbusinesssupport@cornwall.gov.uk
Childhood and Adolescent Mental Health Services (CAMHS)	The service helps children and young people deal with emotional, behavioural or mental health issues. Referrals are via the Children's Care Management Centre.	cft.camhsreferrals@nhs.net 01872 221400
Children's Community Dietitian for Disabled Children	The Children's Community Dietitian for Disabled Children provides a county wide service for children with a diagnosed disability who have a feeding problem and are at risk of under-nutrition but are not tube fed.	Access via GP
Children's Community Therapy	Children's Community Therapy Services deliver	Children's Community Therapy Service

Service	Occupational Therapy, and Physiotherapy treatment, to children and young people who present with, or are being investigated for, neurological, neuro-developmental, neuro-muscular conditions, atypical development and/or disabilities.	Royal Cornwall Hospital Dolphin House Truro Cornwall TR1 3LJ Tel: 01872 250000 Direct line: 01872 253880 www.rcht.nhs.uk
Dyslexia – Cognition and Learning Team	Work with teachers and the SENDCO to develop programmes of support for children who have Dyslexia and/or Dyscalculia. Provide CPD for teachers.	cognitionandlearning@cornwall.gov.uk
Early Help	Now accessed through the Multi-Agency Support and Safeguarding Hub (MASSH). Support and advice from a lead professional with Cornwall Council. The team lead 'Team Around the Child' (TAC) meetings, to bring together the different agencies involved in supporting a child. A Family Support Worker or SCIP Worker (Supporting Change in Partnership) may be assigned to work with the family.	www.cornwall.gov.uk/earlyhelphub
Early Years Inclusion Service	The Early Years Inclusion and SEND Team is part of the Inclusion and SEND Service within the Education and Community Health directorate. The Early Years Inclusion and SEND Team consists of Senior Area SENDCOs, specialist Child Development Teachers, Early Years Inclusion Workers, Child Development Nursery Nurses, Social Communication and Autism Workers.	eyis@cornwall.gov.uk
Education Mental Health Practitioner	Educational Mental Health Practitioners are part of the NHS Mental Health Support Team. They can work directly with individual children, with parents or with groups of children or whole classes.	Contact via the school
Educational Psychologist	An Educational Psychologist might become involved with your child if they have difficulties with learning, behaviour, managing their feelings, getting on with others and communication. An Educational Psychologist will only become	Contact via the school

	involved if the parent / carer's permission has been given.	
Education Welfare Service (EWO)	Each school in Cornwall has a nominated EWO who visits regularly to check attendance and discuss pupils about whom the school is concerned. The EWO can provide help and advice on school attendance issues, bullying, exclusions, child protection measures, advice and information on other agencies.	Education Welfare Service 01872 323400
Hearing Support Service	Provide specialist support to children with temporary or permanent hearing loss, their families and schools.	01726 61004
Physical and Medical Needs Advisory Service	They work to ensure all students with physical disabilities and medical needs can access the school curriculum. They do this through close liaison with the Council's Special Educational Needs (SEN) support teams and key NHS therapy teams.	Physical and Medical Needs Advisory Service 01726 226882 physicalandmedicalneeds@cornwall.gov.uk
Special Educational Needs Information and Advice Support Service (SENDIASS)	Provide information, advice, support and training for young people and parents / carers of children with SEND (age 0-25). The service is confidential, independent, impartial and free.	01736 751921
School Nurse Team	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.	Bodmin Health Centre 01208 834564
Speech and Language	Provide support and programmes for children with speech and language difficulties. Assess difficulties and then provide programmes to be delivered in school.	Paediatric Speech and Language Therapy Team Carew House Bodmin PL31 2QJ 01208 834488 cpn-tr.enquireslt@nhs.net