



St Mary's Catholic Primary School, Falmouth
Our 'Local Offer' for Special Educational Needs and Disability (SEND)

St Mary's Catholic Primary school as a community reflects and celebrates the diversity of Christ's Kingdom as laid down in our Mission Statement, where the able and gifted learn from and with, those with disabilities or learning difficulties of whatever nature. Our commitment is to every child and the SEND provision addresses our responsibility to all children, including those children with special education needs, related to physical, emotional or behavioural difficulties or learning needs.

Link to Special Educational
Needs Policy

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Link to Equality and Diversity
Policy

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Link to Access Plan

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SEND coordinator: Lucy Draycott, 01326 314540, ldraycott@st-marys-fal.cornwall.sch.uk

The levels of support and provision offered by our school

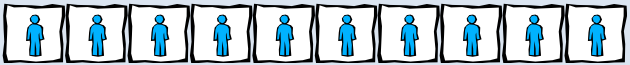
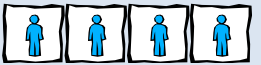

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p>  <p>WHOLE CLASS</p>	<p>Additional, targeted support and provision</p>  <p>SMALL GROUPS</p>	<p>Specialist, individualised support and provision</p>  <p>INDIVIDUAL</p>
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. • Pupil voice is well represented in all aspects of school. • Pupil voice is heard through: <ul style="list-style-type: none"> ○ Pupil questionnaires ○ Pupil conferencing ○ School council ○ Circle time ○ Eco committee 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups. • Additional provision is developed in light of pupil voice • TIS 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the young person. • Pupils' views are an integral part of TAC meetings, SEND reviews and Early Support meetings. • A known adult is available, if needed, to represent a child and make sure their voice is heard. <ul style="list-style-type: none"> • All documentation is presented in a format that is accessible to the student. • TIS




2. Partnership with parents and carers

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<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all students attend parent/carer consultation evenings. • Curriculum reports are sent home prior to every parent/ carer consultation meeting and at the end of each school year. Parents are invited to discuss these with class teachers if they wish. • Parents/carers know exactly who to contact if they have any concerns. • The school website enables parents/carers to understand more about what their young person is learning. • Fortnightly newsletters on website and electronically sent. • New parents have series of introductory meetings throughout the EYFS induction process. • Parents/carers are invited to attend curriculum workshops and meetings within the school year. • Pastoral meetings are offered during transition week in July as the children move into their new class. • Parent consultation evenings three times a year. 	<ul style="list-style-type: none"> • Families might be invited to attend information sessions re: supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework, or signposted to support groups. • Our school website offers useful links to, for example, the Family Information Service in Cornwall. 	<ul style="list-style-type: none"> • Parents/carers are supported in attending, and are actively involved in all TAC, Early Support meetings and reviews. • Parents' /carers' views are an integral part of TAC, Early Support meetings and SEND reviews. • Parents' /carers' views are an integral part of writing Educational Support plans and they are invited to discuss these with their class teacher termly. • All documentation is presented in a format that is accessible to individual parents/carers. • Parents/carers are invited to join in with school trips when appropriate. • Parents and carers are invited into school to support pupils with individual reading.

3. The curriculum




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<ul style="list-style-type: none"> • The differentiated curriculum is designed to ensure the inclusion of all pupils. • Quality first teaching is a priority for all groups of learners. • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • All pupils are assessed for their phonic skills at the end of Year 1. • All pupils participate in SATS tests in Year 2 and Year 6. 	<ul style="list-style-type: none"> • Intervention packages are inclusive and designed around the needs of the children. • The progress of pupils taking part in intervention groups is measured using entry/exit data and information. • Intervention programmes are adapted in light of pupils' progress. • Small group interventions include: <ul style="list-style-type: none"> -literacy (reading, comprehension, spelling, writing, phonics) -handwriting -numeracy -speech and language -keyboard skills -social skills -motor coordination skills 	<ul style="list-style-type: none"> • Assessments, such as dyslexia screening tests, are used to identify pupils who need specific interventions. • Pupils are supported in following their interests and curriculum, regardless of their SEN and/or disabilities. • Pupils with special needs and/or disabilities can access the curriculum with adult support and/or technology, as appropriate.

4. Teaching and learning


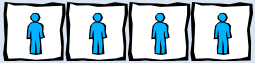

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<ul style="list-style-type: none"> • Lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Different level groupings are identified for each class and pupils are made aware that at least some of the time they will be seated in ability groups. • Preferred learning styles are used. • St Mary's uses a dyslexia-friendly approach to teaching and learning, where differentiated teaching and outcomes are used to ensure progress of all students. • Learning objectives are displayed and discussed using Learning Questions. • Differentiated Success Criteria are displayed and discussed as a 'WILF...' (What I'm Looking For...) • Pupils' work should be regularly marked using pink ink to identify good work/clear examples (tickled pink) and green ink to identify next steps (green for growth). 	<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. • Teaching assistants/class teachers 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 small group, the teaching assistant supports the class with tasks already set by the teacher. • Independent pupil learning is supported by the use of technology, for example: <ul style="list-style-type: none"> -laptops -IPads and iPad mini -computer programmes • Special examination arrangements are put in place for internal and external tests, for example, reader 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided, enabling independent learning. • One-to-one support would be available for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia, etc, where appropriate. • Outreach from local special schools can be requested for advice on teaching and learning. • TIS approach.

<ul style="list-style-type: none"> • Purple editing pens are used by pupils to improve their work. • English/Maths are priorities for all staff: key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used. • Children are given dedicated time to reflect on their marking feedback and use 'green pen' writing to edit and improve. 	<p>scribes, extended time to complete tests, etc.</p> <ul style="list-style-type: none"> • Homework support is available. 	
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5. Self-help skills and independence

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<ul style="list-style-type: none"> • We have a whole school approach to independence demonstrated in our application of 'Three-Way learning' • Technology is available to aid independence e.g. RMEasimaths, IXL, iPads, iPad minis etc. • Pupils use learning walls to access information independently. • 'If I am stuck' strategies and resources. • Resources are labelled and available in all classrooms to promote independence, e.g. visual timetables, prompt cards, highlighters, dictionaries, maths equipment etc. • Some classes use 'key fobs' where children have a personalised mini-bank of cues and resources. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom, they facilitate independence. • Pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers. • Pupils have access to: <ul style="list-style-type: none"> -task management boards -prompt cards -personalised timetables 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with pupils 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. asking peers, checking learning wall, etc. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies to improve independence, e.g. structured independent activities • Personalised task management boards and timetables are in place to support independence, where appropriate.




6. Health, wellbeing and emotional support

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<ul style="list-style-type: none"> • PSHE and circle time lessons include all pupils. • TIS practitioner to coordinate provision for pupils with wellbeing, emotional, physical and mental health needs. • Buddies are trained to support fellow pupils. • Bereavement counselling is available. • Pupil issues are dealt with by trained staff as they arise. • Risk assessments are undertaken for all trips outside the school grounds or for practical activities or as annual classroom assessments. • Mindfulness sessions in Upper Key Stage 2. • Meditation sessions in all classes. 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> -self esteem - social skills • Multi-skills events are run to aid resilience and emotional well-being, e.g. inclusion festivals, • Risk assessments are carried out. 	<ul style="list-style-type: none"> • TACs, Early support meetings and reviews are supported by a range of agencies. • Additional support for students can be requested from: <ul style="list-style-type: none"> -CAMHS -Social care -Penhaligon's Friends -Behaviour support service -Educational Psychology -School Nurse • Individualised support is provided for pupils who begin to display early signs of health, well-being or emotional needs. • Pupils with specific medical conditions have individual health care plans. • TIS




7. Social Interaction opportunities

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<ul style="list-style-type: none"> • All pupils have opportunities for social interaction, regardless of need. • All pupils belong to a class. • All pupils are invited on trips, visits and residential visits. • All pupils have structured playtime and lunchtime opportunities. • All children in the Reception Class are nominated a Year 5 buddy. The classes regularly work together for reading, PSHE etc. This pairing remains through the following year also where the older children support transition into Year 1. 	<ul style="list-style-type: none"> • Playground Buddies support younger children. • Social skills groups, e.g. Time to talk, Socially Speaking 	<ul style="list-style-type: none"> • Teaching assistants use social stories with individual pupils. • Specific buddies are nominated to support vulnerable children.

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

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<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those pupils with SEND. • St Mary's is all on one level so no need for lifts. • We have wheel chair accessible classrooms. • Pupils feel safe and on occasion where bullying should occur, it is dealt with quickly and effectively. • Lucy Draycott is the Designated Safeguarding Lead (DSL) and the named 'Child in Care' teacher. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • Some adapted PE equipment is available. • Some toilets are adapted by height. • There are a number of named adults who are 'team-teach' trained. 	<ul style="list-style-type: none"> • We have a disabled toilet. • Space can be made for simple physiotherapy. • Specialist equipment in practical lessons enables disabled pupils to be independent. • Classrooms and corridors are made accessible for pupils with sensory needs.

9. Transition from year to year and setting to setting

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<ul style="list-style-type: none"> • There are strong links with feeder pre-schools and secondary schools. Staff identify children who may need extra support at transition from KS2 to KS3. • Primary children visit secondary school regularly from year 3 for specific events. • Secondary staff visit and teach/support feeder primary schools. • Taster days for students in years 5 and 6. • Year 6 spend the final week of the summer term at their new secondary school. • Within school, there are transition opportunities to meet the new class teacher and classroom in the summer term during "Shuffle-up week". • Nursery-aged children are invited into St Mary's Reception class for a series of induction sessions and teddy bears picnic, during the summer term. 	<ul style="list-style-type: none"> • Buddy systems are in place for pupils who are particularly vulnerable at transition. • Pupils identified as possible struggling with transition have many additional visits in small groups. 	<ul style="list-style-type: none"> • SENCO attends pre-school TAC, Early support and review meetings. • The secondary SENCO is invited to year 5 and year 6 annual EHCP reviews (and earlier if the parent requests this). • Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Year 6 pupils with SEND have extra visits to the receiving secondary school if applicable or necessary.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Falmouth Partnership Provision Educational Psychology	<p>An Educational Psychologist might become involved with your child if they have difficulties with:</p> <ul style="list-style-type: none"> • Learning • Behaviour • Managing their feelings • Getting on with others • Communication 	<p>Alison Greenwood</p> <p>Cornwall Council 39 Penwinnick Road, St Austell, PL25 5DR agreenwood@cornwall.gov.uk</p> <p>Telephone: 01209 614260</p> <p>Mobile: 07891 840612</p>
Early Help	<p>Early Help Hub can help you with...</p> <ul style="list-style-type: none"> • Bedtime routines • Mealtime routines • Advice on getting ready for school • Understanding your child's behaviour and how to respond • Point you in the right direction for housing, benefit and debt advice • Information about work or training <p>We help you tackle the things that are problems for you; sometimes we introduce you to other professionals with the expertise to better meet your needs.</p>	<p>Tel: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
Speech and Language Therapy	The following difficulties can be addressed by the	Ella Walsworth-Bell

	<p>speech and language therapist:</p> <ul style="list-style-type: none"> • delayed in language acquisition • difficulties with speech sound production • difficulties with expressing themselves • difficulties understanding language • dysfluency • autistic spectrum disorder • developmental and medical conditions 	<p>Speech and Language Therapist Cornwall Partnership NHS Foundation Trust Falmouth Health Centre Trevaylor Road Falmouth TR11 2LH Tel: 01326 430048</p>
Cornwall Dyslexia Service	<p>We offer advice and guidance to dyslexic people, family and friends, and provide dyslexia screening, full dyslexia assessments, literacy support and training for those in the statutory or voluntary sector, in business, education or employment services.</p>	<p>13 Kenwyn Street, Truro TR1 3DJ Tel: 01872 222911</p>
Dyslexic Support Service	<p>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 also supports schools in achieving the Cornwall 'Inclusive, Dyslexia Friendly Schools' initiative</p>	
Education Behaviour Support Service - Education, Health and Social Care	<p>The Education Behaviour Support Service offers frontline support with pupils and helps build capacity in schools to support challenging behaviour. We are available to support the analysis of behaviour data, development of policies, risk assessments, writing comprehensive behaviour management plans via casework and staff development.</p>	<p>Penny Hermes – Mid Adviser Tel: 01872 323044 Email: phermes@cornwall.gov.uk</p>
Occupational Therapy and Physiotherapy	<p>CCTS deliver 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</p>	<p>Mickie Ormantroyd Child Health Department, Pendragon House, Royal Cornwall Hospital, Truro TR1 3XQ Tel:(01872) 254531</p>

Hearing Support Service	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.	Hearing Support Team The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB Tel: 01726 61004 Email: hearing.support@cornwall.gov.uk
Penhaligon's Friends	We are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. We offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth, TR15 1LU Tel: 01209 210624 or 01209 215889
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	Emma Williams School Nurse SCPHN Locality 3 Falmouth Health Centre Trevaylor Road Falmouth TR11 2LH TEL: 01326 430056 Mobile: 07787 535568
Children in Care support team	The Children in Care Education Team works for and with all children who are in Care in Cornwall and offers advice to Foster Carers, Social Workers, schools and a variety of other agencies on their education	Emma Phillips Education Officer for Children in Care ephillips@cornwall.gov.uk CICESS : Children In Care Education Support Service 01872 322462 / 07527 470 355 Learning & Achievement Children, Schools & Families Cornwall Council Inny Building, Old County Hall, Treyew Road, Truro TR1 3AY

Early Support Team	<p>Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. The Early Support approach is built on 10 main principles (all of which can be found on the national website) and the team in Cornwall aim to follow these through working in partnership with parents and young people.</p> <p>Early Support in Cornwall uses an integrated model of multi-agency delivery which involves families accessing a Team Around the Child (TAC) process. The criteria for accessing Early Support in Cornwall remain broad to allow for inclusion of all children and young people with SEN and disabilities. However, to meet requirement and effectiveness of a TAC process, the child or young person would need to be receiving support from at least two other agencies.</p> <p>Children, young people and their families are able to contact Early Support for advice and guidance relating to a child's disability. Co-ordinators are able to support families in identifying and accessing appropriate services which the families can take control of co-ordinating, rather than following a TAC process, if the family chooses to do so.</p>	<p>Nathan Wilce Early Support Coordinator - Mid Cornwall</p> <p>Education, Health and Social Care Cornwall Council</p> <p>Tel: 01872 323329 Internal: 493329 Mobile: 07805 748 704 Email: cwhelan@cornwall.gov.uk Fistral House, Plot 8A, Truro Business Park, Threemilestone, Truro. TR4 9NH</p>

Answers to Frequently asked Questions

Below are examples of questions that parents may ask a school. Schools are encouraged to create their own questions with the parent/carers of children or young people attending that school.

- 1 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?
2. Who is responsible for the progress and success of my child in school?
3. How will the curriculum be matched to my child's needs?
4. How will school staff support my child?
5. How will I know how my child is doing and how will you help me to support my child's learning?
6. What support will there be for my child's overall wellbeing?
7. How do I know that my child is safe in school?
8. What specialist services and expertise are available at or accessed by your school?
9. What SEND training have the staff at school had or are having?
10. How will my child be included in activities outside the classroom including school trips?
11. How accessible is the school environment?
12. How will school prepare and support my child through the transition from key stage to key stage and beyond?
13. How are the school's resources allocated and matched to children's special educational needs?

14. How is the decision made about what type and how much support my child will receive?
15. Who can I contact for further information?
16. What should I do if I feel that the Local Offer is not being delivered or is not meeting your child's needs?
17. How is your local offer reviewed?