

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 Statements of SEND (or Education, Health and Care Plans – EHCPs) and those others with less severe problems. 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 SEN.

Link to Special Educational
Needs and Disability Policy

Link to Equality and Diversity
Policy




Link to Access Plan

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

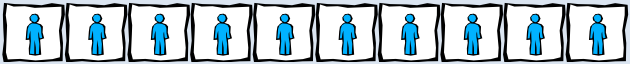


Mrs Alison McDonald head@st-marys-bod.cornwall.sch.uk

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

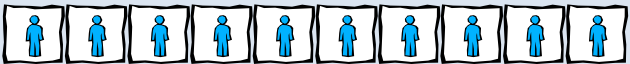


<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All children are involved in decisions made at all stages of their learning and development.</p> <p>Each class has two school council representatives, voted for by the children.</p> <p>Children actively involved in Fair Trade Action Group, Active Travel Group, Gardening Club, Sustainability Group.</p> <p>Pupil voice is heard through pupil conferencing and general consultation as part of school life.</p> <p>Children are welcome to attend Parents' Evenings to discuss progress and targets.</p> <p>Parent Support Advisor is available for the children to talk to.</p>	<p>The child's views are always sought during the school's graduated response to SEND.</p> <p>Lunchtime Nurture and play time support group</p>	<p>Child's voice towards targets for Individual Education Plans (IEPs) / Individual Behaviour Plans (IBPs).</p> <p>Pupils' views sought and, where appropriate, attendance at Annual Statement Review meetings</p> <p>Pupil's views sought for Early Support / Team Around the Child (TAC) meetings.</p>

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> 
<p>The school works in partnership with all parents and carers.</p> <p>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.</p> <p>Reports are sent home annually.</p> <p>Learning Journeys are shared online for parents / carers to access (EYFS).</p> <p>Reading record books and homework planners provide links between home and school.</p> <p>'Open door' policy for parents who have concerns.</p> <p>School website has useful information for parents / carers. Parents / carers have their own log-in details for the school Virtual Learning Environment. This includes a</p>	<p>Access to Polish and Portuguese translator for English as an Additional Language (EAL) parents / carers.</p>	<p>Parent Support Advisor works with parents / children / school.</p> <p>Parent / carers are actively involved in Team Around the Child (TAC) meetings.</p> <p>Parent / carer views are an integral part of Early Support meetings and SEND reviews.</p> <p>Advocacy, through Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is available to enable the above.</p> <p>Individual home / school books enabling parents / carers and staff to liaise where regular face to face meetings are not possible.</p> <p>Translator supported welcome and transition meetings for English as an Additional Language (EAL) pupils and their parents / carers.</p> <p>Educational Psychologist.</p>

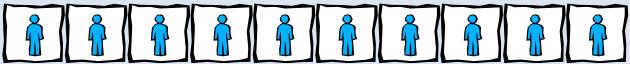


<p>messaging facility for contacting the class teacher.</p> <p>Parents / carers invited to school masses, RE topic celebrations, Christmas and Easter performances, Year 6 leavers' assembly.</p>		
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3. The curriculum

<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> 
<p>All children, regardless of their ability / additional needs, have full access to the curriculum.</p> <p>Areas of the curriculum are linked with a topic-based approach to appeal to the interest of the children.</p> <p>Skills are developed through a creative curriculum.</p> <p>The curriculum is differentiated in the planning, support and outcomes.</p> <p>Specialist music teachers work with classes to teach keyboards and djembe drums.</p> <p>'Big Write' sessions three times per half-term – unaided writing in books that follow the pupils</p>	<p>Intervention is carefully planned to meet individual needs.</p> <p>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.</p> <p>Small group intervention includes:</p> <ul style="list-style-type: none"> • Phonics • English – reading, comprehension, spelling, writing and grammar. • Handwriting • Maths • Year 6 Booster groups <p>Language support for children with English as an Additional Language.</p>	<p>Children with SEND can access the curriculum with adult support as appropriate.</p> <p>Individual intervention includes:</p> <ul style="list-style-type: none"> • 1:1 Reading, spelling and maths programmes • 1:1 speech and language programmes • 1:1 behaviour support • 1:1 social skills • 1:1 touch-typing and computer skills • 1:1 life skills / independence programme • 1:1 symbol language support <p>Dyslexia testing is used to tailor provision to need, e.g. coloured overlays, dyslexia-friendly reading books, memory / organisation support.</p>

up through each year group.		
All classes are well supported by Teaching Assistants for both academic and emotional needs.		




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
		
<p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Different level groupings are identified for each class.</p> <p>Learning objectives are displayed and discussed using We Are Learning To... or We Are Learning About...</p> <p>Pupils have access to support materials, such as 100 squares, multiplication grids, phonics mats, dictionaries etc.</p> <p>Marking ladders / toolkits.</p> <p>Peer and self-assessment is built into learning.</p> <p>Team point system throughout the school, with</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that children with SEND have targeted support and provision.</p> <p>Teaching assistants / class teachers work with small groups to:</p> <ul style="list-style-type: none"> • Ensure understanding • Facilitate learning • Foster independence • Keep students on task <p>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.</p> <p>An intervention teacher or other support staff provide targeted support to identified groups</p>	<p>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.</p> <p>Dyslexic children are supported through the use of coloured overlays, reading rulers, spell checkers and technology.</p> <p>The school will support children with physical needs or sensory impairments with equipment, as provided or advised by external agencies.</p> <p>Children with Autistic Spectrum Disorder are supported with visual timetables, clear routines, timers, now and next boards.</p> <p>Personalised and highly differentiated work is provided where children need to access</p>

<p>a weekly count of team points and a celebration for the winning team.</p> <p>Whole class rewards and sanctions.</p> <p>Children's work is regularly marked in green pen. One piece of English and maths work per week is marked using 'Think for Pink' and 'Green for Go' marking. Children are encouraged and supported to respond to the marking to further their learning.</p> <p>Pupils use self / peer assessment of 'Think for Pink' and 'Green for Go'.</p> <p>Growth mindset is supporting children to take responsibility for own learning.</p> <p>Children's targets are recorded in their work books.</p> <p>Working walls support children with their learning in English and maths.</p> <p>Alternative ways of recording are used.</p> <p>Visual timetables in classrooms support those who benefit from knowing what will happen next.</p> <p>Staff are provided with training on the use of questioning effectively.</p> <p>All contributions are valued and achievements celebrated. Weekly celebration assemblies are held: two or three children are chosen per class to be 'Golden Citizens'. The children</p>	<p>of pupils in English and maths.</p> <p>Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes, additional time)</p> <p>EAL specific intervention.</p> <p>Speech and language therapy intervention.</p> <p>Home learning activities tailored to each class or group</p> <p>Targeted group 'nurture groups' are planned for by the class teacher to ensure children feel included in their classes.</p>	<p>learning using symbols or alternative communication aids.</p> <p>Independent learning is supported by the use of technology, e.g. laptops, iPads, spell checkers, talking tins.</p> <p>Some children with severe or complex needs may have 1:1 teaching assistant support to access learning.</p> <p>Individual visual timetables</p>
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receive certificates from the head teacher. Annual theme weeks held in the summer term, addressing the wider curriculum and giving pupils the opportunity to work with different age groups.		
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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>Use of success criteria and toolkits to encourage self-assessment.</p> <p>Resources are available which promote independence, including:</p> <ul style="list-style-type: none"> • Word mats • Letter formation mats • Dictionaries • Number lines, 100 and multiplication squares <p>Working walls for English and maths.</p> <p>Visual timetables.</p> <p>Effective questioning to foster independence.</p> <p>Opportunities for children to use self and peer</p>	<p>Where teaching assistants are in the classroom, they facilitate independence.</p> <p>Children have access to:</p> <ul style="list-style-type: none"> • Task management boards • Visual timetables • Timers • Prompt cards • Visual behaviour charts 	<p>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.</p> <p>Individualised visual timetable, now and next boards and task boards are in place to support independence.</p> <p>Pupils have personalised equipment to help them learn, such as talking tins, pens/pencil groups, overlays, timers etc.</p> <p>Children with intimate care plans in place are supported in developing independence to meet their personal care needs.</p>




<p>assessment, including:</p> <ul style="list-style-type: none"> • Yellow/ pink / green highlighters • Pink for Think/ Green for Go statements • Own next steps comment • Marking ladders • Next steps <p>Children use buddies and talk partners in lessons.</p> <p>Growth Mindset materials to support independent learners.</p>		
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>Our school motto reflects our whole school ethos – “Love above all.”</p> <p>Class rules / promises agreed by the children.</p> <p>Visitors invited in to give talks about safety, e.g. Childline, RNLI. Class visits to Flashpoint Lifeskills Centre.</p> <p>A significant majority of children feel safe and</p>	<p>Nurture group at lunchtime</p> <p>Nurture groups run throughout the day for a variety of children.</p>	<p>Team Around the Child (TAC) meetings, Early Support meetings and SEND reviews are supported by a range of agencies.</p> <p>Additional support for children can be requested from:</p> <ul style="list-style-type: none"> • CAMHS • Social Care • Bereavement Services (as required) • Educational Psychologist




<p>believe bullying is taken seriously.</p> <p>Some Upper Key Stage Two children are 'Lunchtime Buddies' for the Reception children.</p> <p>Children act as 'buddies' to support those who may be new to their class.</p> <p>Displays through the school / classrooms celebrate children's achievement.</p> <p>A variety of extra-curricular clubs are run.</p> <p>Breakfast club, tuck shop at break time.</p> <p>Risk assessments to ensure all children are kept safe.</p> <p>Safeguarding co-ordinator ensures all staff have up to date Tier 2 training as minimum requirement. Procedures are in place for noting concerns.</p>		<ul style="list-style-type: none"> • Behaviour Support Service (as required) • Autistic Spectrum Disorder (ASD) team <p>Parent Support Advisor as required.</p> <p>Individual activity breaks.</p> <p>Individual Behaviour Plans (IBPs)</p> <p>Children with specific medical conditions may have Individual Health Care Plans and Intimate Care Plans. Key information is shared on the staff Medical Board.</p>
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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
		
All children have opportunities for social interaction, regardless of need.	Lunchtime nurture/ playtime support group	Children with SEND supported by TAs to take part in group activities.




<p>All children are supported to take part in whole school theme week activities.</p> <p>House team activities encourage socialising across year groups, e.g. sports day, World Book Day quiz.</p> <p>All children attend trips, visits and shared experiences.</p> <p>Children have playtime in their key stages.</p>		
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8. The physical environment (accessibility, safety and positive learning environment).

<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> 
<p>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.</p> <p>Working walls in the classrooms assist learning and encourage interaction.</p> <p>Water is available in all classrooms.</p> <p>With the children's input, we have designed our</p>	<p>Rooms / spaces available for intervention.</p> <p>Use of gardening space –outside</p>	<p>Parent Support Advisor has her own room where meetings can be held confidentially and in private.</p>

library to be a positive learning environment.

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> 
<p>We have strong links with feeder pre-schools and with the local secondary school.</p> <p>Home visits are considered important before entry to the nursery. A nursery open day is also held for children to visit with their parents.</p> <p>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.</p> <p>Changeover hour across the whole school.</p> <p>Taster / induction days for pupils in Year 6.</p> <p>Secondary staff visit to meet Year 6 pupils.</p> <p>Meetings are held between the present and the next class teacher to hand over information.</p> <p>Meet the Teacher afternoon at the start of the Autumn term to share information about class</p>	<p>Students identified as possibly struggling with transition have additional visits – this includes children with SEND.</p> <p>The secondary school SENDCO and designated teaching assistant are involved at the earliest stage possible.</p> <p>SENDCO network meetings for the feeder primary schools.</p> <p>Visual clues / photographs to promote positive transition.</p> <p>Small group visits to secondary placements (SEND taster days)</p>	<p>Gradual transition to meet the child's needs when moving from class to class, or school to school.</p> <p>Secondary SENDCO attends SEND Annual Review in Autumn Term of Year 6.</p> <p>1:1 visits to secondary placements.</p> <p>Additional parent / carer meeting for SEND children when needed.</p> <p>Advice from other agencies to support individual transition.</p> <p>Translator supported meetings for pupils with English as an Additional Language and their parents / carers.</p>

routines.		
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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.	Melissa McDermott Paediatric Lead & Deputy Head of Audiology Services 01872 253754 melissa.mcdermott@rcht.cornwall.nhs.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.	cpn-tr.ChildrensCMC@nhs.net 01872 221400
Dyslexia Service	Work with teachers and the SENDSCO to develop programmes of support for children who have Dyslexia and/or Dyscalculia.	dyslexia@cornwall.gov.uk
Early Help Hub	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.	www.cornwall.gov.uk/earlyhelphub
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 involved if the parent / carer's permission has been given.	Contact via the school
Education Welfare Service (EWO)	Each school in Cornwall has a nominated EWO who visits regularly to check attendance and	Education Welfare Service 01872 323400

	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.	
Hearing Support Service	Provide specialist support to children with temporary or permanent hearing loss, their families and schools.	01726 61004
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.	Sian Blatchford Bodmin Health Centre 01208 834556
Vision Support Service	Provide specialist support to children who are blind or partially sighted, their families and schools.	Jane Parsons 01872 323453