



St Mary's Catholic Primary School, Falmouth
Our 'School Offer' for Special Educational Needs and Disability (SEND) 2022-2023

All teachers are teachers of 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.

OUR MISSION STATEMENT

We **place our children at the heart of all we do**,
inspired by the love, life and teachings of Jesus.

"I am the way, the truth and the life."

(John 14:6)

We aim to:

Nurture, Prepare, Support, Enable

- We **encourage** you to be happy, healthy and secure. Everything that you do is valued and celebrated.
 - We **prepare** you to have all the abilities to see your life as a gift.
 - We **support** your family to help you grow in your faith and your life.
- We **enable** you to reach your full potential, by providing you with a caring learning environment and an exciting curriculum

Our Special Educational Needs Policy can be found by following this link to our school website:

http://www.st-marys-fal.cornwall.sch.uk/web/special_educational_needs/298669

SEND coordinator: Lucy Titheridge




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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. • Each class has two council representatives voted for by the children. • Each class has wellbeing representatives. • Pupils are encouraged to attend parents evenings. • 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 ○ Wellbeing ambassadors 	<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 sessions. • Wellbeing advisors for each class and provision on the playground. • Wellbeing register. • School council and wellbeing ambassadors take part in interview process of new staff. 	<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 sessions – mini check in's. • Opportunities to feed into school reports at the end of the year.

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. • Parents meetings termly 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 a series of introductory meetings throughout the EYFS induction process. • Tapestry, Class Dojo and Showbie used to communicate so that teachers can send posts and direct messages and so that parents can contact the class teacher. • Parents are invited to school masses, class celebrations, Year 6 leavers assembly, Christmas nativity performances and KS2 plays, as well as a selection of special events, such as, The King's 	<ul style="list-style-type: none"> • Families are invited to attend information sessions about supporting their child at home e.g. parenting skills, Phonics skills or signposted to support groups. • Our school website offers useful links to, for example, the Early Help Hub and 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. • Extra transition sessions for SEN pupils to the EYFS and to Year 7 involving parents to attend new schools and meetings at our setting.

<p>Coronation, throughout the year.</p> <ul style="list-style-type: none"> • Lead Mental Health practitioner shares a newsletter with parents on a termly basis. • ‘Drop in sessions’ available for parents with SEN needs on weekly basis. 		
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3. The curriculum

<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 differentiated curriculum is designed to ensure the inclusion of all pupils. • Quality first teaching is a school wide 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 formally at the end of Year 1 and every 6 weeks informally. • All pupils participate in SATS tests in Year 2 and Year 6. Year 4 times tables test. EYFS Early years profile is completed. • PE provision through Go Active, delivered by specialist PE staff. • TA support through each class. • Lessons are structured using the Rosenshine principles and differentiated questioning using Bloom's taxonomy. 	<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"> -English (reading, comprehension, spelling, writing, phonics) -handwriting -Maths -speech and language -social skills -motor coordination skills • Scaffolding for small groups tasks, for example, marking ladders or steps to success criteria to ensure children move on in their steps. 	<ul style="list-style-type: none"> • Children with SEND can access the curriculum with adult support and / or technology as appropriate. • Individual next steps or formative / summative assessments are made using pre-key stage standards, developmental journal, P-levels or B-squared and the engagement model. • 1:1 individual interventions include: <ul style="list-style-type: none"> 1:1 daily reading 1:1 speech and language programmes, for example, Nessy or Time to Talk. 1:1 behaviour support 1:1 social skills, for example, lego therapy 1:1 touch typing 1:1 life skills, for example, habilitation sessions • Assessments, such as dyslexia screening tests, are used to identify pupils who need specific interventions. This is then used to tailor provision, for example, coloured overlays, memory games or dyslexia friendly toolkits.

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 or preferred learning styles. • 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 referred to, encouraging the pupil to focus upon their learning using 'I can' statements. • Learning question labels in books are differentiated. • Pupils regularly evaluate their learning using the 'I can' statements and teachers marking. • Extension activities and challenges are always planned for, including, 'do', 'think', 'solve' 'explain', making use of higher 	<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. • A class teacher or class TA provide targeted support to identified groups of pupils who need support. • 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 	<ul style="list-style-type: none"> • Outside agencies are used to advise on provision when this is needed to ensure suitable teaching approaches, physical resources and practical support are in place, for example, the Autism team or Educational Psychologists. • Speech and language specialist support and use of scaffolds, such as, core boards. • Dyslexia children are supported through the use of dyslexia toolkits, coloured overlays, reading rulers and technology, such as, laptops. • One-to-one support is available for pupils who have had a statutory assessment of their Special Education Needs. • Outreach from local special schools can be requested for advice on teaching and learning. • Scaffolding for individual pupils, for example, red green cards, desk slopes or spot timers to ensure children move on in their steps. • Precision teaching to target learning.

<p>level thinking skills and ensuring fluency.</p> <ul style="list-style-type: none"> • Pupils' work is regularly marked using green pen to identify good work/clear examples and to identify next steps as per our policy. • Purple editing pens are used by pupils to improve their work as per our policy. • English/Maths are priorities for all staff: key vocabulary and key terms should be displayed and discussed on walking walls. Star words targeting key vocabulary are used during topic sessions. • Lessons are structured using the Rosenshine principles and differentiated questioning using Bloom's taxonomy. • Visual timetables are used consistently throughout the whole school. • Toolkits for learning used in every classroom and include topic word banks, numberlines, 100 squares, bead strings. • Word banks accessible for specific sessions of Maths, Literacy and topic. • All contributions are valued and celebrated. Weekly celebration assemblies are held, including, stars of the week and headteachers awards. Through this we celebrate the gospel values. • 'Buddy time' each half term to encourage relationships and working across year groups. • Specific subject weeks to celebrate learning, for example, Science week, 	<p>tests, for example, readers, accessible exam papers and extra time.</p> <ul style="list-style-type: none"> • Pre-teaching groups or cutaway style learning groups to ensure accessibility to the curriculum. 	<ul style="list-style-type: none"> • TIS approach. • Target cards are displayed for pupils on their desks so that they know their own next steps, it is clear what they are working on and how the teacher is planning to facilitate this. These link with the children's targets on their ILP's and demonstrate a triangulation. • Visits from the Cognition and Learning team, as well as the Physical and sensory needs team.
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King's coronation week.		
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<ul style="list-style-type: none"> • Alternative ways of recording are used. • Children are given dedicated time to reflect on their marking feedback. • Home learning sent out on a weekly basis as shown in the policy. • Use of online 'Widgit' to support whole class communication skills. 	<ul style="list-style-type: none"> • scribes, extended time to complete tests, etc. • 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 commitment to foster independence in all children. We aim to nurture, prepare, support, enable. • Use of success criteria and toolkits to encourage self-assessments. • Technology is available to aid independence e.g. IXL, iPads, iPad minis, etc. • Pupils use learning walls to access information independently. • ‘<i>If I am stuck</i>’ strategies and resources. • Resources are labelled and available in all classrooms to promote independence, e.g. visual timetables, prompt cards, highlighters, dictionaries, maths equipment, toolkits, word banks, etc. • Children use buddies and talk partners throughout sessions. • Wellbeing check in the morning during self-registration in every classroom. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom, they facilitate independence. • Pupils have access to: <ul style="list-style-type: none"> -task management boards -prompt cards -visual timetables -visual behaviour charts or fobs 	<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. • Pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers. • Children with intimate care plans in place are supported in developing independence to meet their personal care needs. • Individual provisions for pupils needs, e.g. habilitation sessions.

6. Health, wellbeing and emotional support




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<ul style="list-style-type: none"> • Our school motto reflects our whole school ethos: 'Nurture, Prepare, Support, Enable'. • 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. • Whole school rules agreed to by all children as they join in Reception class. • PSHE and circle time lessons include all pupils. • Buddies are trained to support fellow pupils. • Risk assessments are undertaken for all trips outside the school grounds or for practical activities. • A variety of extra-curriculum clubs are run. • Breakfast club offered at the beginning of the day and wraparound at the end. • Safeguarding lead and DDSL are up to date with their training. • All staff follow safeguarding protocols to ensure all children are safe, for example, use of CPOMS. • Wellbeing monitors lead whole school 	<ul style="list-style-type: none"> • TIS practitioner to coordinate provision for pupils with wellbeing, emotional, physical and mental health needs. • Intervention groups, such as, lego therapy or social skills groups to support development. 	<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 - and for families – Family Workers • Individualised support is provided for pupils who begin to display early signs of health, well-being or emotional needs- mental or physical. • Pupils with specific medical conditions have individual health care plans. • TIS support. • Sensory resources for the sensory space. • Access to Cornwall Music Service's Music Therapy Sessions.

<p>wellbeing and sessions on the playground.</p> <ul style="list-style-type: none"> • Whole school TIS training to ensure quality first teaching takes into account effects of trauma experienced by pupils. • Mental Health Lead designated to ensure provision across the school. A newsletter is shared with parents. • Catholic social teaching wider opportunities for children to participate, e.g, planting trees on the headland and remembering others through ‘The Rainbow Run’. • Grant access this year to build a memory and sensory garden to support our whole school’s mental health and wellbeing and so that children can take time to remember a very special pupil. 		
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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. • Pupils are invited on trips, visits and residential visits. • Pupils have structured playtime and lunchtime opportunities. • All children in the school have a 'wellbeing buddy' in another class. The classes regularly work together for reading, PSHE, outdoor learning, etc. • Trips planned to facilitate community links. • Transition sessions to secondary school and EYFS starters planned. Extra sessions may be available for children with SEND. • Parish invited into Mass and celebrations. 	<ul style="list-style-type: none"> • Social skills groups, e.g. Time to talk, lego therapy. • Wellbeing ambassadors support children on the playground and provide daily activities as a means of helping children to reflect on their wellbeing. • School council and wellbeing ambassadors to take part in interview processes of new staff. 	<ul style="list-style-type: none"> • Teaching assistants use social stories with individual pupils. • Specific buddies are nominated to support vulnerable children. • Early identification and quality intervention groups, such as, 'Time to talk' or 'Lego therapy' groups to support communication and relationship building. • Specific individual arrangements, e.g. hi-vis jackets to support pupils with sight impairments. • Visits from the Speech and Language team.

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 the rare occasion that bullying should occur, it is dealt with quickly and effectively. • Sarah Shailes is the Designated Safeguarding Lead (DSL) and Alison McDonald 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. 	<ul style="list-style-type: none"> • We have a disabled toilet that includes a changing area, shower and tracks. • Space can be made for simple physiotherapy. • Specialist equipment in practical lessons enables pupils with disabilities to be independent. • Classrooms and corridors are made accessible for pupils with sensory needs/ vision impairment. • Visits from the Sensory and Physical needs team. • Support from the school nursing team and health teams to support staff and pupils on an individualised basis and for training, e.g, PEG feeding. • Environmental audit from the vision support service to ensure the environment is accessible to all with vision 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 school pupils. • Taster days for students in years 5 and 6. • Year 6 spend specific time during 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 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 possibly struggling with transition have many additional visits in small groups. 	<ul style="list-style-type: none"> • SENCO attends pre-school TAC, Early support, CIN and review meetings. • The secondary SENCO is invited to Year 6 annual EHCP reviews (and earlier if the parent request 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:

More to be found via our local offer:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

Service / organisation	What they do in brief	Contact details
Educational Psychology Service	<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 Alison.Greenwood@cornwall.gov.uk</p> <p>Telephone: 01209 614260</p> <p>Mobile: 07891 840612</p>
Early Help Hub	<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> <p>https://www.cornwall.gov.uk/earlyhelp</p>

Speech and Language Therapy	<p>The following difficulties can be addressed by the 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>Cornwall Partnership NHS Foundation Trust, Speech and Language Therapy Department Camborne Health Office Rectory Road, Camborne, TR14 7DL. 07917596638. Tessa Welsh</p>
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Cornwall Dyslexia Support	We offer advice and guidance to dyslexic people, family and friends and provide screening.	https://cornwalldyslexiasupport.co.uk
British Dyslexia Association	Information and advice surrounding assessments and diagnoses.	The British Dyslexia Association Office 205 Access Business Centre Willoughby Road Bracknell RG12 8FB Tel: 0333 405 5555 https://www.bdadyslexia.org.uk/dyslexia
Occupational Therapy and Physiotherapy	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	Paul Clements Child Health Department, Pendragon House, Royal Cornwall Hospital, Truro TR1 3LJ paulclements@nhs.net
CAMHS (Child and Adolescent Mental Health Services)	<p>The service helps children and young people deal with emotional, behavioural or mental health issues. These include:</p> <ul style="list-style-type: none"> • Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem. • Problems with behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession. • Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss. • Problems with development or disability (these can be explored or signposted to the appropriate service.) 	<p>CAMHS Access Team, Early Help Hub New County Hall Treyew Road Truro Cornwall TR1 3AY</p> <p>www.cornwallft.nhs.uk/</p> <p>Requests to CAMHS must be sent on the CAMHS referral form available at: www.cornwall.gov.uk/earlyhelp</p>

	<ul style="list-style-type: none"> Emotional problems linked to physical health issues e.g. difficulties with taking medication as prescribed by a doctor 	
Children's Audiology Services	<ul style="list-style-type: none"> Offer timely assessment of a child or young persons hearing Provide parents, children and young people with a clear understanding of any hearing impairment Support parents, children and young people make to best use of their hearing aid Support children and young people through key transition points in their life Support parents, children and young people gain social and emotional inclusion 	Audiology Service, Royal Cornwall Hospital Truro TR1 3LJ rcht.audiology@nhs.net 01872 253754 Alice Roberts

Vision Support Team	<p>In partnership with parent/carers, schools and colleges, related agencies and voluntary organisations, the Sensory Support Service aims for children and young people with sensory impairment to:</p> <ul style="list-style-type: none"> • develop good language and effective interaction communication skills • develop independence skills • be given the equality of opportunity to access a wide curriculum at school and college • gain social and emotional inclusion in their wider community • achieve economic well-being 	<p>sensorysupportservice@cornwall.gov.uk Trudy Chappell 01726 226882</p> <p>Educational Audiology Centre Priory Road St Austell Cornwall PL25 5AB</p>
Penhaligon's Friends	<p>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.</p>	<p>Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth, TR15 1LU</p> <p>Tel: 01209 210624 or 01209 215889</p>
School Nurse	<p>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</p>	<p>Requests to school nursing team must be sent on the EHH referral form available at: www.cornwall.gov.uk/earlyhelp</p>
Children in Care support team	<p>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</p>	<p>Sue O'Neill soneill@cornwall.gov.uk</p> <p>www.cornwall.gov.uk/.../CICESS</p>

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>	earlyhelphub@cornwall.gov.uk

