



MISSION STATEMENT

Growing together in knowledge,
faith and love

The Aims of Everyone in our School

- To develop lively enquiring minds together with a willingness to ask questions and discuss rationally
- To think and act creatively and with imagination
- To gain knowledge, skills and understanding appropriate to a fast-changing world, be self-reliant and adaptable
- To acquire the basic skills of English and Maths
- To learn from the past, live successfully in the present and plan intelligently for the future
- To grow in confidence and independence and experience the value of co-operation
- To achieve their very best and take pride in that achievement whilst celebrating in the achievement of others
- Respect the feelings, values and beliefs of others as well as their own.

The levels of support and provision offered by our school

1.

<u>Listening to and responding to children</u>		
Whole school approach The universal offer to all our children	Additional targeted support and provision	Specialist individualised support and provision
<ul style="list-style-type: none"> ☐ Pupil conferencing, target and progress discussions ☐ Personal, Social & Health Education ☐ Pupil questionnaires ☐ School Council -pupil voice ☐ Circle Time provides an opportunity within the class to discuss issues of particular importance to children. ☐ Daily prayer and meditation provides an opportunity within the class to share and focus together on issues of particular importance to children. 	<ul style="list-style-type: none"> ☐ Each class has at least one Teaching Assistant, enabling small group interventions to take place daily. 	<ul style="list-style-type: none"> ☐ The Education, Health & Care Plan and Statement records the views of the child within the report to help to steer provision ☐ Pupil views are an integral part of TAC meetings, SEND reviews, IPM and general progress meetings ☐ Adult advocate
<u>Partnership with Parents and Carers</u>		
Whole school approach The universal offer to all our children	Additional targeted support and provision	Specialist individualised support and provision
<ul style="list-style-type: none"> ☐ Communication through newsletter, website, text, face to face and email. ☐ Parent consultations ☐ Celebration events ☐ "Open door" policy ☐ School website- window to the school environment. 	<ul style="list-style-type: none"> ☐ Parents/ carers of SEND children invited to discussion with SENDCo and class teachers. 	<ul style="list-style-type: none"> ☐ Child "Annual review" Meetings. ☐ TAC meetings every half term or more frequently if necessary. ☐ Accessible information made available. ☐ Parents are encouraged to engage in Masses, trips, visits, celebration events and reading support. ☐ Home-school communication book.

Curriculum Approaches

Whole school approach The universal offer to all our children	Additional targeted support and provision	Specialist individualised support and provision
<ul style="list-style-type: none"> □ Creative curriculum planning with differentiated outcomes to ensure inclusion of all. □ On-going assessment and analysis of pupil progress and attainment including P Levels and National Curriculum □ Targets are set and reviewed every half term or sooner if they have been achieved. □ Teaching Assistant assigned to every class □ On-going contact with parents -pupil progress meetings, end of year report, termly staff meetings □ Whole school behaviour policy and rewards □ Effective use of ICT embedded across the curriculum including E-safety □ Assessment for Learning strategies - effective use of informative WOW & NOW comments after the majority of pieces of work. □ Discrete Personal, Social & Health Education and Spiritual, Moral, Social & Cultural opportunities □ Large variety of 'After School' Clubs □ Outdoor education and adventurous activities/camps 	<ul style="list-style-type: none"> □ Intervention groups are established to target particular areas in need of improvement in reading, writing, maths, speech and language, phonics and social skills on a flexible basis □ Phonics takes place daily from Reception class to Class 2 (if needed) and 1:1 phonics intervention takes place for Year 3 and Year 4. □ The progress of those taking part in intervention groups is monitored on a regular basis and adapted in light of progress □ Bespoke meetings with parents/carers □ Opportunities to work across other classes/groups in response to need □ Use of appropriate ICT, Teaching Assistant support, as required □ Speech and Language therapy following advice received- evidenced in children's IPMs 	<ul style="list-style-type: none"> □ Personalised curriculum packages to address individual needs □ Specialist resources where applicable □ Adult support to deliver and assist targeted approaches □ Disapplication may apply to individuals for national tests

Teaching and Learning Approaches

Whole school approach The universal offer to all our children	Additional targeted support and provision	Specialist individualised support and provision
<ul style="list-style-type: none"> □ Differentiated work through whole class, small group, partner and independent work 	<ul style="list-style-type: none"> □ Planning for lessons is differentiated to meet the needs of groups of children in a variety of 	<ul style="list-style-type: none"> □ Individualised curriculum planning to meet a variety of individual needs

<ul style="list-style-type: none"> □ Multi-sensory approaches to teaching □ Learning objectives displayed and success criteria differentiated □ Work is marked as children progress through the school with 'WOW' and 'NOW', designed to acknowledge/ praise the children's work and move the children's learning on or sort out misunderstandings. □ Alternative ways of recording may be used □ Visual timetables □ Groups changed to reflect pupils' learning needs for each subject 	<p>flexible ways</p> <ul style="list-style-type: none"> □ Intervention groups are established to target particular areas in need of improvement in reading, writing, maths, speech and language, phonics (group and 1:1) and social skills on a flexible basis - TA support □ Alternative ways of recording- eg. the use of a word-processor if a child has difficulties writing □ Special examination arrangements are put in place for end of key stage statutory testing 	<ul style="list-style-type: none"> □ Teaching styles and resources reflect best practice for the individual □ Advice from a wide range of outside agencies including special schools supports our provision □ Children who are priority SEN will have specific provision aimed at their needs; for example: Precision teaching, Daily reading, Dyslexia etc. The provision is flexible and could be long-term and on-going or for a limited period. □ In cases where the need is greatest (those with a statement of SEN or an EHC Plan), children will have additional support in the form of teacher or teaching assistant time. This may be 1:1 or small group, usually within but sometimes outside the class. Advice and guidance from outside agencies is taken into consideration when meeting the needs of these pupils.
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Self-help Skills and Independence

Whole school approach The universal offer to all our children	Additional targeted support and provision	Specialist individualised support and provision
<ul style="list-style-type: none"> □ We aim for children to become independent learners, well prepared for the secondary phase of education when they leave St Mary's School in Year 6. Children are expected to take more responsibility for their own learning, their behaviour and their possessions as their age increases. □ Concrete resources are easily accessible in Classrooms for children to use independently including provision of Working Walls and displays. Word banks and key skills cards are provided 	<ul style="list-style-type: none"> □ Instructions are repeated or supported through visual prompts. □ Pupils have access to: <ol style="list-style-type: none"> a. Visual timetables b. Timers c. Personal vocabulary books d. Dictionaries, thesauruses etc. □ Pupils have personalised equipment: overlays, writing slopes, talking tins, timers. □ Part of the TAs role is to facilitate 	<ul style="list-style-type: none"> □ Teachers/TAs ensure that pupils can access the task and have all the appropriate resources available. They are taught how to use support materials before asking for help. □ Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. □ Pupils are rewarded for independent functioning. □ Guidance provided by outside agencies is built into the daily timetable.

<ul style="list-style-type: none"> □ Success criteria is displayed for easy reference. □ All pupils have access to extracurricular clubs which encourage independence and self-help skills. □ All pupils are encouraged to change independently for PE, swimming, extracurricular clubs and sports days/activity □ Within each class, monitors take responsibility for different jobs. A vote is taken for representatives from each on the School Council (Reception to Y6) □ Trips and camps, especially residential visits, promote the skills of independence. □ Good behaviour for learning in classrooms is emphasised, and encouraged via 3 simple and encompassing whole school rules 	<p>independence.</p> <ul style="list-style-type: none"> □ Pre-teach vocabulary and pre-teach lessons are given to some pupils before specific lessons or at the start of a new topic to enable SEND children to have advanced knowledge of topics and key words before lessons. □ A Social skills programme (Socially Speaking) may be held for particular groups of children. □ Within the class, teachers and teaching assistants encourage independence, especially if there is a danger of children becoming over reliant on support. 	<ul style="list-style-type: none"> □ Visual timetable with a now and next picture only (in some cases) □ 1:1 TAs supporting individuals with statements / EHC Plans work alongside pupils when needed and encourage their independence.
<p><u>Health, Well-being and Emotional Support</u></p>		
<p>Whole school approach The universal offer to all our children</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
<ul style="list-style-type: none"> □ We are a nurturing school and aim to develop the whole child. □ Pupils have access to our learning mentors and the SENDCo. □ Positive learning behaviour is promoted throughout the school. □ Some members of staff have undertaken attachment training. □ Risk assessments are made for all trips and for day-to-day school events. □ A policy for the administration of medication is 	<ul style="list-style-type: none"> □ We have a Nurture Room which is used for 'Time out' and/ or 'Emotional' support. Our Welfare and Safeguarding Officer is trained in Thrive to support with 'Emotional' Support. □ Interventions take place to address: <ul style="list-style-type: none"> a. Self-esteem b. Emotional Literacy c. Social skills d. Anger management □ Year 5 children can become 'playground buddies', helping the younger children settle into 	<ul style="list-style-type: none"> □ An Intimate Care Policy is in place. □ Physiotherapist, School Nurse) train Teachers and TAs to deliver exercises/administer medicine correctly. □ TACs, Chin meetings, Early Support meetings and annual reviews are supported by a range of agencies and all support and advice is actioned accordingly. from: <ul style="list-style-type: none"> a. School Nurse

<p>in place as well as an intimate care policy.</p> <ul style="list-style-type: none"> □ The school works in partnership with Penhaligon's Friends to help children deal with bereavement. □ Behaviour Support Plans are written for children who need additional structure, support and guidance. These plans are written in conjunction with the parents/carers and the child. 	<p>the playground and playing with individuals who feel lonely or upset. They also teach the younger children games that can be played at break and lunchtimes, therefore keeping all children focused and ensuring arguments don't flare up as a result of being bored.</p> <ul style="list-style-type: none"> □ All children have the opportunity to become a school councillor, representing their year group at regular meetings. □ Key staff have team teach training. □ TAs works 1:1 or with small groups of children on developing social skills and emotional resilience and anger control. 	<ul style="list-style-type: none"> b. Community Nurse c. CAMHS d. Social Care e. Dreadnought f. Penhaligon's Friends g. Together for Families h. Parent Support i. Education Psychology j. Speech and Language Team k. Behaviour support service l. Acorn Academy m. Local secondary school. <p>□ Pupils with specific medical needs have Care Plans which are regularly updated by the SENDCo .</p> <p>□ Specific Support Plans are in place to support children with behaviour.</p>
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Social Interaction Opportunities

<p style="text-align: center;">Whole school approach The universal offer to all our children</p>	<p style="text-align: center;">Additional targeted support and provision</p>	<p style="text-align: center;">Specialist individualised support and provision</p>
<ul style="list-style-type: none"> □ Residential opportunities take place for Y 3, 4, 5 and 6 pupils. Years 1 and 2 participate in a sleepover in the school hall for a night. □ Extra-curricular activities can offer opportunities to interact with children from all classes. Circle time allows children to raise social issues. □ Daily activities in each class involve social interaction - e.g. paired or group discussion is an 	<ul style="list-style-type: none"> □ Playground leaders from Year 5 organise break time games and activities. Social skills groups may take place when the need arises. □ Playground Buddies interact with all children and, in particular, the younger children. □ Participation in the local schools multi-skills sport event, and an extra-curricular annual sports event for fellow academy schools in the 	<ul style="list-style-type: none"> □ Teaching assistants work 1:1 with some children and use therapeutic stories and social stories with individual children. □ Some classes may have key words in different languages to help support children with English as an Additional Language (EAL).

<p>integral part of many lessons.</p> <ul style="list-style-type: none"> □ Events which involve school, community and Parish events (such as Mazey day, harvest festival and Parish events) promote interaction across the age groups. □ We recognise the importance of anti-bullying strategies at all times but these are particularly highlighted during Anti-bullying Week. □ Parents and grandparents are invited to share school events, such as end of year Mass, Leavers' assembly, sports day, harvest Mass etc. 	<p>diocese provides opportunities to join other schools, in competitive and non- competitive contexts.</p>	
<p><u>The Physical Environment</u> Accessibility Safety Positive learning environment</p>		
<p>Whole school approach The universal offer to all our children</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
<ul style="list-style-type: none"> □ Teachers focus on rewarding good behaviour to promote a positive learning environment. □ Rules, rewards systems and sanctions are consistent throughout the school and displayed in classrooms. □ TAs and Lunchtime Supervisors use a consistent approach. □ There is a designated Child Protection Officer and if she is absent there is a Deputy CPO. □ Most areas of the school are accessible to everyone including pupils with SEND. □ All electric devices are PAT tested yearly. □ Risk assessments are undertaken. □ Fire exits are clear. Fire drills take place termly. 	<ul style="list-style-type: none"> □ Resources made available to reflect needs □ Seating reflects areas of the classroom are distinct □ Named adults who are 'Team Teach' trained for safe Handling. 	<ul style="list-style-type: none"> □ Specific resources and adaptations to the school are made in the case of individual need. □ Specific arrangements are made for individual pupils - e.g in the case of allergies or other medical conditions. All staff are aware of pupils with medical needs: photos and information is displayed in the canteen, staffroom and in each class. □ Specific risk assessments are made for some individual pupils - e.g. when swimming or when going on trips outside the school.

<ul style="list-style-type: none"> □ All areas are wheelchair accessible. □ Disabled toilets are available to children who need them. □ Questionnaires have shown that children feel safe and happy in the school environment. □ The school grounds are safe and secure during the school day, with locked gates. □ Members of the public must sign into reception before entering the main school building. □ Bullying is minimal and always dealt with effectively. □ Head Teacher and the SENDCO/Assistant Head Teacher/Safeguarding and Welfare Officer are the named child protection officer and designated safeguarding officers. □ All areas of the school are engaging, positive and support learning and value children's efforts. □ The rewards and sanctions are robust and displayed around the school. 		
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Transition from year to year and setting to setting

<p style="text-align: center;">Whole school approach The universal offer to all our children</p>	<p style="text-align: center;">Additional targeted support and provision</p>	<p style="text-align: center;">Specialist individualised support and provision</p>
<ul style="list-style-type: none"> □ Many children come into Reception class from the Nursery where they can spend up to 2 years □ There are strong links with Secondary Schools. □ Taster days take place for Year 6 pupils. □ Year 6 teachers share information about all pupils with Head of Year 7. □ Secondary School teachers visit to meet with 	<ul style="list-style-type: none"> □ SENDCo shares information about all Year 6 SEND pupils with the Secondary School SENDCo. □ All SEND paperwork is passed to the Secondary School/new school, including most recent IPMs. □ Small groups of children have additional visits 	<ul style="list-style-type: none"> □ Individual pupils with SEND may have extra transition visits with specific functions i.e. to take photographs of key members of staff, become familiar with the layout of the school/ timetable/ organisation, to experience lunch in the lunch hall etc. □ A key worker is nominated at the Secondary

<p>the children.</p> <ul style="list-style-type: none"> ☐ Transition from the Foundation Stage to KS1 is handled carefully, with moderation of attainment between teachers, classroom visits for the children and set playtimes in the 'big playground' prior to starting in Year One. ☐ Transition notes from one teacher to the next teacher ensure all necessary information including SEND, medical, behaviour and family background is passed on effectively. ☐ All children have the opportunity to visit local secondary schools for extra-curricular visits and activities throughout their primary years. ☐ Taster days are available for Year 6 children to local secondary schools. 	<p>to their next class/chosen primary schools.</p> <ul style="list-style-type: none"> ☐ Children who have Statement hours or 1:1 support within the classroom will have the opportunity to meet their new 1:1 teaching assistant and teacher many times prior to moving to their new class. ☐ Parents of children who receive 1:1 classroom support are invited to meet their child's new teaching assistant and teacher and visit their new classroom before the end of the Summer Term. ☐ There are strong links with the local secondary schools. The Year 6 teacher and the SENDCo identify those who need additional visits. 	<p>School and the pupil is introduced during extra taster sessions.</p> <ul style="list-style-type: none"> ☐ The secondary school SENDCo is invited to annual reviews and TACs for children in Year 6. ☐ Communication Passports are prepared to take to the new school if appropriate. ☐ If needed children with SEND will have a transition book made with photographs and information about their new class/setting/key staff included. ☐ Individuals joining our school from a different setting will be given a 'buddy'
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The SEND qualifications of, and SEND training attended by our staff

<ul style="list-style-type: none"> ☐ Phonics training for all staff. ☐ First Aid. ☐ Effective feedback and questioning ☐ Equality and diversity ☐ Child Protection and domestic violence awareness. ☐ Teaching and Learning course- CAST ☐ Attachment disorder difficulties. ☐ Safeguarding at different levels- Tier 1 and 2 a ☐ NVQ Teaching assistant award. ☐ Numicon ☐ Behaviour management strategies 	<ul style="list-style-type: none"> ☐ Behaviour management ☐ Language for Learning ☐ Designated child in care ☐ Multiagency child protection training ☐ ASD training ☐ Time to Talk ☐ Socially Speaking ☐ Integrated Working Training TAC/TAC) ☐ Safeguarding Tier 2 ☐ Thrive Training for our Welfare and Safeguarding Officer 	<ul style="list-style-type: none"> ☐ Safeguarding tier 3. ☐ Restorative justice ☐ Eklon language for Learning ☐ Team teach training ☐ Remember me, bereavement advice and support ☐ Epipen Training ☐ Draw and Talk
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Answers to Frequently asked Questions

1. How does your school know if children/young people need extra help?

Teachers monitor children's progress in all areas of learning carefully and refer any child they have concerns about to the SENDCo. Pupils have short term, English and Maths targets and, in addition, they also have end of year targets and progress towards these targets is analysed every half term. Pupils who continue to not make progress will be referred to the SENDCO for additional support. If additional support is required, an Individual Provision Map (IMP) will be created with specific targets related to their needs. Pupils with specific needs who receive support from outside agencies, such as Speech and Language Therapy, will have additional targets based on their need. These targets are shared with the class teacher and written onto an Individual Provision Map.

2. What should I do if I think my child may have special educational needs?

Your initial concern should be raised with your child's class teacher. If you remain concerned, please contact Mrs Barnard, SENDCO, at the school.

3. Who is responsible for the progress and success of my child in school?

We value parents as partners in children's learning and success. Children make the best progress when all parties work together and communicate effectively. If a teacher has concerns about your child's progress they will address this with you either face to face or over the phone.

4. How will the curriculum be matched to my child's needs?

We use a broad and balanced curriculum which is cross curricular and involves lots of practical activities. Teachers plan effectively to meet all children's needs and cater for a range of learning styles.

5. How will I know how my child is doing and how will you help me to support my child's learning?

Regular target setting will give you the opportunity to see how well your child is doing in school and the progress they are making. Parents for pupils with SEND will be invited to termly SEND reviews and annually to Annual Reviews for those with Statements or EHC Plans. We have an open door policy and all teachers are happy to make time to talk to you about your child at the end of the school day.

6. How do I know that my child is safe in school?

The school gates are always shut during the school day allowing children freedom around the school grounds but while keeping them safe. Registers are taken at the beginning of each session to ensure all children are present and teachers are aware of where children are at all times. Members of the public are required to sign in through reception before entering the main school building. They are given an identity badge and are asked to read the notice regarding the use of mobile phones whilst in school.

7. What SEND training have the staff at school had or are having?

Mrs Barnard took on the role of SENDCo in September 2017. She has already attended many training courses on SEN and also continues to work closely with an experienced SENDCo. All staff have had training in Phonics and behaviour management. Key staff have had training in Thrive, Draw and Talk, team teach and first aid.

8. How will my child be included in activities outside the classroom including school trips?

All children are given the opportunity to attend extra-curricular activities and school trips, regardless of need or ability. Children will be supported on school trips as they would be within the classroom and risk assessments will be completed prior to the trip.

9. How accessible is the school environment?

Our school is fully accessible for children, young people and adults with physical difficulties. We have wheelchair access and a disabled toilet.

10. How will school prepare and support my child through the transition from key stage to key stage and beyond?

Transition times are handled very carefully especially for children with SEND. Information is passed onto the next teacher within school both in verbal and written format. Individual Education Plans and Behaviour Support Plans are transferred to the next class and SEND information is made available early to enable the next teacher to prepare and plan effectively. Teaching assistants work with children to ensure the transition to their new class is as smooth as possible. Children who have 1:1 support within the classroom will meet their new 1:1 support teaching assistant (if they are changing 1:1 TAs) many times prior to moving class.

11. How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from Cornwall Local Authority, includes money for supporting children with SEND. Each individual pupil is treated as an individual. Through regular IPM meetings, the pupil's needs are discussed, reviewed and resources allocated as appropriate. The Head Teacher, the SENDCo, senior leadership team and parents are involved in these meetings.

12. Who can I contact for further information?

You can contact the school secretary for further information and a prospectus, or to arrange to speak to the Head Teacher or SENDCo for more information on our provision.

13. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

Initial concerns should be raised with Mrs Barnard or the Head Teacher.

14. How is your Local Offer reviewed?

The school senior leadership team and Governor responsible for SEND will review the local offer annually to ensure the information provided is up to date.

11. Services and organisations that we work with:

Service/ Organisation	What they do in brief	Contact details
Educational Psychology Service	Educational Psychologists assess and observe children and assist school with meeting the needs of identified children on the Record of Need. They may write reports following a visit. When an Educational Psychologist sees a child in school, parents are informed and usually invited to a meeting. Educational psychologists also give training to teachers.	Julie Wakeley- Cornwall Psychology Ltd ep@jwakeley.co.uk
Behaviour Support Service	Behaviour Support Service- advise on strategies for specific types of behaviour.	Neil Goddard ngoddard@cornwall.gov.uk
Dyslexia Service	Dyslexia Advisers may be called in to observe a child in class and to help the school and parents devise strategies for support. Advisers run courses and can help with whole staff training. They are involved in helping schools to become 'dyslexia friendly'.	Jane Trapmore jtrapmore@cornwall.gov.uk dyslexia@cornwall.gov.uk
Physical Disability Service	This service offers support for children who have a physical disability and may provide special equipment.	Wayne John wjohn@cornwall.gov.uk
Speech and Language Therapy Service (SaLT)	Speech and Language Therapists assess children to determine their speech and language difficulties and review progress. Goal sheets and advice are provided for schools and parents.	Katie Dyer kdyer@cornwall.gov.uk

Occupational Therapy Dept, RCH	Occupational Therapists observe and assess the needs of specific children and give advice as to the support needed at school and at home. Sometimes they provide specialist equipment.	Royal Cornwall Hospital Treliske Truro TR1 3LJ
Physiotherapy Dept, RCH	Physiotherapists observe and assess the needs of specific children in terms of physical development and give advice as to the support needed at school and at home. They may provide a programme of exercises to follow.	Royal Cornwall Hospital Treliske
		Truro TR1 3LJ
School Nurse	Karenza Stuart. She is available for advice through the school.	
Vision Support	All children in the Reception Year have a vision screening test. Professionals offer advice to overcome barriers to education caused by loss of vision.	Through Cornwall Council's Children, Schools and Families department http://www.cornwall.gov.uk/educationandlearning/special-education-needsdisabilities-inclusion-(sendi)-services/vision-support-team/

Hearing Support	All Year 1 children have a vision screening test. Professionals offer to work with children in school and provide advice linked to educational issues arising from hearing difficulties.	Through Cornwall Council's Children, Schools and Families department http://www.cornwall.gov.uk/education-and-learning/special-education-needs-disabilities-inclusion-(sendi)-services/hearing-support-team/
Autism Advisors	Assess and observe children and assist school and families in meeting the needs of children with autism.	ASD assessment team Royal Cornwall Hospital Treliske Truro TR1 3LJ
Child and Adolescent Mental Health (CAMHS)	Professionals assess children who have been referred to them for an emotional or health need. They diagnose conditions such as ADD or ADHD. Support is sometimes provided for schools and families following diagnosis.	http://www.cornwallft.nhs.uk/services/childrens-services/camhs/ earlyhelphub@cornwall.gov.uk
Medical Professionals	GPs and paediatricians may provide reports for schools which give information and sometimes guidance.	
Social Care	Children and families may have a family support worker who can offer support at home and/or at school.	