St Mary's Catholic Primary School
Peverell Road, Penzance TR18 2AT
Tel: 01736 330005

Headteacher: Miss N Teixeira
penzanceadmin@plymouthcast.com

Growing together in knowledge, faith and love

Our SEN Local Offer

Date Summer 2026

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

Aims and objectives

· The governing body and Staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs: where the head teacher, SENDCo or the appropriate governor has been informed by the LEA that a pupil has special educational needs, these needs will be made known to all who are likely to work with them. We ensure the inclusion of all children.

· The staff and governors of the school are aware of the importance of identifying and providing for those pupils who have special educational needs, and those who are higher attaining. We support the professional development of all employees.

· The Head teacher, SENDCo, staff and governors will draw up and report annually on the policy and effectiveness of the school's work for pupils with special educational needs. We provide a rich, stimulating, and creative learning environment in which all children aspire and are enabled to reach their potential.

· The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children in the school and the efficient use of resources. We create a friendly, caring atmosphere where all are valued and listened to, adults and children alike, involving parents as partners in the learning experience of their children.

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Frances Lobban

Contact details:

f.lobban@plymouthcast.com 01736 330005 Mrs Lobban is a full time executive SENDCo working across 2 schools. An appointment can be made via the school secretary or email her direct

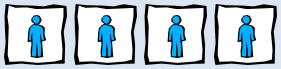
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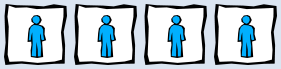
The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The relationships between adults and children in school are based upon mutual respect. Personal, Social and Health Education (PSHE) and Citizenship, and Relationship and Sex education (RSE) is taught across the curriculum in conjunction to being a discretely taught subject. Circle Time provides an opportunity within the class to discuss issues of particular importance to children. Daily prayer provides an opportunity within the class to share and focus together on issues of particular importance to children	Each class has at least one teacher and teaching assistant. This enables group work and interaction to take place on a regular basis.	We have a mental health lead, whose role is to support and maintain pupils' emotional health. She is supported in this role by the SENDCo. Teaching assistants dedicate time at various times during the school day to listen to specific children's issues or problems. The school works with partner agencies to meet individual needs. It can also 'signpost' services (such as the Together for Families) to parents and carers. Children's views are sought to support termly IEP meetings. Members of staff are trained to support pupils with emotional and social needs, in

The Mini Vinnies identify , plan and carry out community ventures Children's reading records are used as a two-way communication between school and home. Whole school dojo is an electronic communication system linking parents and class teachers. Information of learning and behaviour rewards and sanctions can be shared. It also includes a two-way messaging service between parents/ teachers. Whole school messages are shared using school dojo. Our curriculum includes an element of pupils' choice whenever possible – e.g. a variety of homework activities to choose from, choice of reading genres		response to a specific need for a particular cohort. All staff have initial TIS training Training is arranged to support a specific area of need, in response to priority of need at the time. Working with MHST (Mental health support team)

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
We offer an open door policy where parents and carers are welcome any time to make an appointment to meet with head teacher, the class teacher or SENDCo to discuss how a child is getting on. We can offer advice and practical ways to help at home. We believe that a child's education should be a partnership between parents and teachers, Therefore we aim to keep communication channels open and communicate regularly, especially if a child has special educational needs. Children take home a reading record book daily so that comments from parents and teacher can be shared and responded to when needed. All parents are asked to connect to Class dojo, so that class and whole school communication can take place effectively.		If a child is on the Record of Need (priority SEN) he or she has a provision map (PM) which sets out individual targets. Parents, child, class teacher and SENDCo discuss the targets and parents are given a copy of the PM if requested. Senco is across 2 schools Monday to Friday An appointment can be made to see her via the school office or email. If advice is requested from outside the school – for example from an Educational Psychologist or Speech and Language Therapist – parents are informed, invited to complete a referral with the class teacher or SENDCo, and to meet the specialist and given a copy of reports written. A list of services we currently work with is listed at the end of this report

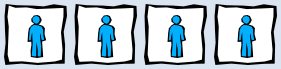
Formal parents'/carers' meetings are held towards the end of the autumn and spring terms. Other curriculum meetings may be held during the year. There is also a whole school dojo messaging facility for whole school messages Each child receives a formal written report in July and parents are invited to respond to the teachers' comments.. Parent governors seek to represent the views of parents on the governing body. Governors are available to parents on request. The school secretary is available to daily to respond to parents' queries. Technology is used to promote cohesion between parents and school e.g. the school website, Class Dojo.		

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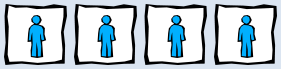
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The Early Years curriculum forms the basis of work in the Nursery and EYFS classes. From Year 1 we teach all subjects of the National Curriculum and Religious Education to all pupils The RE follows a Catholic curriculum, in line with our Academy directive. In the mornings, we focus on reading, writing and mathematics Our curriculum is topic based according to the government's 2014 revised national curriculum. Each class covers 3 – 6 topics per year (this can be found on the school website) Each class has identified opportunities to learn life skills. During the year there are times when national initiatives such as book week or Harvest generate	Within each class, there is daily targeted support for groups of pupils in core subjects and some foundation subjects. If required, social and emotional needs are supported so that all children's behaviour and learning behaviours can be encouraged and nurtured. EYFS and KS1 run a streamed phonics program daily. Where required, pupils in KS2 are supported at their level. Following termly assessments, intervention is provided to support pupils who need to make accelerated progress. Pupil Premium money is used to support these children (allocation of funds can be seen on website)	Teachers and teaching assistants work collaboratively to make adaptations to the curriculum for individuals who may need it to enable the school to be fully inclusive. Children with SEND are included in all areas of the curriculum wherever possible. For instance, specific arrangements may be made for a child with autism who finds assemblies difficult, so that he or she can participate alongside peers. Individual arrangements may be required when there are off-site activities or residential visits (camps). For example, special travel arrangements are made for pupils who require wheelchair access. Guidance from relevant professionals is taken into account. For instance, if the needs relate to a physical or medical condition, health

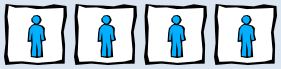
activities throughout the school. There are also religious events such as May procession, Lent that generate a change to our curriculum. We also celebrate Other Faiths, as a whole school two terms a year, and Universal Church in the third term.. Extracurricular activities on site take place after school or during lunch times. These change throughout the year and are aimed at specific year groups.		specialists' advice is followed, and the curriculum is adapted to accommodate this. This can be identified on individual provision maps for all pupils with priority SEND.

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 
All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs and abilities. Typically this might mean that in a lesson there would be three different levels of work set for the class; however on occasions this can be more individually differentiated or scaffolded. Lessons are adapted to enable curriculum access for EAL pupils. Teachers follow a continuous cycle of planning, assessing and reviewing lessons to ensure progress and meet the needs of all pupils. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Regular teacher assessments are made to track progress. Pupil progress meetings are	In EYFS and Key Stage 1, children are divided into groups for the daily streamed phonics learning. In Key Stage 2 Phonics sessions are taught where appropriate. Spelling, Punctuation and Grammar lessons (SPaG) are also taught, and there is some ability grouping at these times. We offer a wide range of reading support. In addition to our core scheme, we offer supplementary reading material to support pupils who find learning more challenging, and a graded free reading books selection for more able readers. Funfit – a programme to develop gross and fine motor skills - is provided for specific children, selected by teachers – if school concerns, parents – if there are specific	Children who are priority SEN will have specific provision aimed at their needs; for example: Precision teaching, Daily reading, other supportive resources. 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. We have a sensory and calm room. This is set up to meet the specific needs of a pupil with complex and severe needs, following

held termly, to discuss strategies to support progress for pupils who are causing a concern. The marking of children's work in Key Stages 1 and 2 gives clear indication of successful learning, and verbal guidance for next steps needed to make progress.	issues identified at home, or following specialist advice.	advice from specialists. This can also be a calm/ quiet area for pupils with emotional or other needs that would benefit from this space. We have a ramps to facilitate mobility for wheelchair users to all areas on site, inside and outdoors. We offer an adapted cloakroom for personal care for pupils who require this. Specific resources may be provided such as sensory cushions, coloured reading overlays, sloping desks or computers. We have created a variety of learning zones/ areas, to support small group/ individual learning situations.

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 
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. Within each class, monitors take responsibility for different jobs. In Year 6 children a Head boy and Head girl are voted by staff. Children support lunchtime staff in the hall at lunchtimes and support younger pupils at playtimes including running the huff and puff provision. Trips and camps, especially residential visits, promote the skills of independence. Good behaviour for learning in classrooms is	Interventions may be held for particular groups of children. Trained staff are available within the school. Within the class, teachers and teaching assistants encourage independence, especially if there is a danger of children becoming over reliant on support. Interventions are organised to support as wide a range of need as possible. eg funfit (gross and fine motor skills), lego therapy play (social and interaction skills)	We recognise that children who have particular needs – linked to learning, physical, behaviour or emotional difficulties – will need additional and specific support. Nevertheless, the expectation is that children learn to be as independent as possible. This is achieved through clear guidance as to what is expected and emphasis on the child's use of strategies which will help to achieve this. We have skilled learning mentors to support individual children within the classroom as much as possible. During play and lunch breaks members of staff monitor children who find these times particularly difficult. Some children are given additional

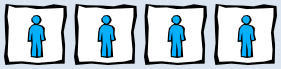
Emphasised, and encouraged via whole school rules. Children contribute to the selection of charities to support throughout the year, and contribute to the organising of fund-raising.		technology support such as laptops and adapted computers to facilitate independence. Back chaining is used and offered as support for parents to support independent dressing. We have an intimate care policy and intimate care plans for children who require support with this.

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6. Health, wellbeing and emotional support

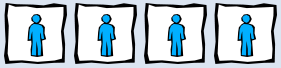
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Personal, Social and Health Education (PSHE) and Citizenship is taught across the curriculum and isn't necessarily taught in a separate subject or in isolation. All classes have 'Circle Times' when children listen to each other and make feelings known. All children have access to prayer daily. We have a weekly celebration assembly in addition to prayerful liturgical whole school gatherings. A healthy lifestyle is encouraged within the curriculum. Extra curricular club and class specific life skills encourage children to lead a full and active life.	Healthy eating is encouraged. Parents are encouraged to provide a healthy packed lunch or school meals also offer a range of food that promotes a healthy and varied diet A Senior Mental Health Lead is available to support children as required. We have TIS practitioners to support children with social and emotional difficulties.	There are teaching assistants and teachers in the school who have an expertise in supporting children with emotional and social difficulties, and bereavement. Some of these children may be offered 1:1 or small group opportunities to help them with specific difficulties. The school nurse is available to discuss health issues with a family. If a child has a specific health need, we make special arrangements for this if possible. Working with MHST Referrals may be made to support families at home. We have a close working relationship with Trelya We have a SMHL and 2 TIS practitioners

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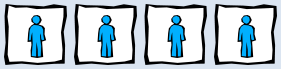
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7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Residential opportunities take place for Y6 pupils. 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 integral part of many lessons. Events which involve school, community and Parish events (such as Maisie 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	Play leaders from older KS2 classes support lunchtime games and activities. Play leaders interact with younger children. Participation in the local schools multi-skills sport event, and an extra-curricular sports events for fellow academy schools in the diocese provides opportunities to join other schools, in competitive and non-competitive contexts.	For the minority of children for whom there is a significant and different need, outside agencies are involved. 1:1 supervision at break times and trips may be employed. All support staff are trained to deliver Lego play therapy

Week. The pros and dangers of internet safety are recognised and particularly highlighted during Internet safety week, or when national concerns are raised. Parents and grandparents are invited to share school events, such as sports day		

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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school is on two levels, linked by a sloping floor. Ramps make all areas on site – indoor and outdoor - accessible to everyone including people in wheelchairs. The outdoor area is extensive and is an alternative learning environment to the main school. There is a central toilet adapted for disabled people: 1 for adults, and one for pupils. The outside area is accessible to all as a play and learning environment. There is a playground, gardens, soft play area, wooden adventure play area and seating. A variety of resources such as large construction equipment can be used for imaginative play on the school field. Rules about behaviour and risk assessments make the building and grounds as safe as possible. There are trained first aiders in	Children are encouraged to start the year setting out a class charter, aimed at keep all children safe and happy in school Children's concerns are responded to – e.g raised with trusted members of staff	Specific resources and adaptations to the school are made in the case of individual needs. 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 available in a central area and class specific information in classrooms Specific risk assessments are made for some individual pupils – e.g. when swimming or when going on trips outside the school.

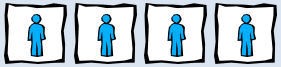
case of injury. Opportunities to use the outdoor environment are taken. Our creative curriculum reflects the world around us and displays reflect a range of people, religions and cultures. We are fortunate in having spacious and well laid out grounds. 'Small equipment 'and Huff and puff activities at lunch times allow children to make the most of them.		

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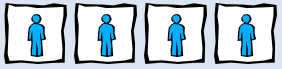
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The EYFS Teacher liaises with nursery and other pre-school settings staff prior to transition, and other settings. The EYFS and Year 1 teachers provide structured opportunities to make transition smooth. Children meet and spend time with their new teachers during the summer term. The Y6 teacher liaises with representatives of all secondary schools to which children transfer. Pre-school children have planned opportunities to come into the EYFS class prior to formal entry. Parents are involved in this process. Planned transition activities take place during the summer term with each receiving school. Parents are informed about these and may	For groups of children who need additional transition support, this will be organised with the receiving school. Sports events and festivals (e.g. Inclusion events) prepare children for secondary school. The EYFS teacher, and when appropriate, the SENDCo visits children in settings other than the on-site preschool, prior to admission.	The SENDCo liaises with pre-school staff and with the SENDCos of secondary schools to which children transfer. If children transfer to or from St Mary's school during the year, contact will be made with relevant SENDCos of those schools. For individual children who need additional transition support, this will be planned with the receiving school or within our school. For children who have an EHCP, particular focus at Year 5 and Year 6 is given to transition arrangements, during their annual SEN review. A teacher from the receiving school is always invited to take part in the process. Possible transition difficulties may be addressed through a child's PM.

have the opportunity to become involved.		SENDCo and next class teacher end of year meetings for all children with PM

10. The SEND qualifications of our SENDCo

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
Mrs Frances Lobban "The National Award for SEN coordination" 2012 TIS SMHL	Mrs Frances Lobban "The National Award for SEN coordination" 2012 TIS SMHL	Mrs Frances Lobban "The National Award for SEN coordination" 2012 TIS SMHL

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Trelya	Trelya is a service for vulnerable young people living in a deprived area, incorporating both education about alcohol and illegal drug use ns support for individuals with established or developing problems	info@trelya.com
Early Help hub	Advice for referrals to multi-agency support	earlyhelphub@cornwall.gov.uk
MARU (multi-agency referral unit)	Concerns for safety and wellbeing of children	0300 1231 116
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. An Educational Psychologist might become involved with your child if they have difficulties with: Learning Behaviour Managing their feelings Getting on with others Communication	educationalpsychology@cornwall.gov.uk 01579 341132
Speech and Language Therapy Service	Speech and Language Therapists assess children to determine their speech and language difficulties and	cft.saltrequestforhelp@nhs.net cpn-tr.enquirslt@nhs.net

(SaLT)	review progress. Goal sheets and advice are provided for schools and parents.	
Occupational Therapy Dept, RCH	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	Royal Cornwall Hospital Treliske Truro TR1 3LJ 01736 758846 rch-tr.ChildrensCommunityTherapy@nhs.net
CDC	Children with early Age diagnosis of SEND	Dolphin House, Royal Cornwall Hospital Treliske Truro TR1 3LJ 01872 254918
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	07312 263 423 - parents / carers children aged 0-5 07312 263 499 - parents / carers young people aged 5-19 hvsnadvice@cornwall.gov.uk Requests to school nursing team must be sent on the EHH referral form available at: www.cornwall.gov.uk/earlyhelp
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.	https://www.cornwall.gov.uk/sensupportrequest/ https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/vision-support-team/

Augmentative and Alternative Communication Team	AAC supports or replaces speech or writing for communication. AAC can take the form of low-tech communication systems such as: pen and paper objects signing books with pictures or symbols High-tech communication systems need some sort of power to work. Computers and tablets that convert text, pictures or symbols to speech fit into this category. Our team of professionals helps children and young people use communication devices both at school and at home. We work together with families, schools and other professionals to make sure these devices are used properly and stay in good condition. We are a team of: AAC Technical Officers that support the assessment process, programming and repairs AAC adviser who can support home and education settings with the use of the device What the team provides assessment and identification of appropriate equipment or referral onto Specialist AAC Assessment for complex cases trial and long-term loan of equipment training and support for parents / carers and schools in supporting the young person with using the communication aid	https://www.cornwall.gov.uk/sensupportrequest/ Augmentative and Alternative Communication Team: aacsupport@cornwall.gov.uk
Speech and language communication Team	The following difficulties can be addressed by the speech and language therapist: delayed in language acquisition difficulties with speech sound production difficulties with expressing themselves difficulties understanding language dysfluency autistic spectrum disorder developmental and medical conditions	https://www.cornwall.gov.uk/sensupportrequest/ https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-su

		pport-services/speech-language-and-communication-needs/
Cognition and learning	Collaboratively working with schools, parents, children and young people to ensure inclusion, achievement and progression. You do not need an Education, Health and Care Plan to access this team.	https://www.cornwall.gov.uk/sensupportrequest/ https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/cognition-and-learning-needs/
Physical and Medical Needs	What our support may look like watching some learning happen in your child / young person's class and / or observing how they move around school talking with your child / young person about what their educational setting is like for them looking at some of your child / young person's schoolwork and might take photos of this talking to key staff about how your child / young person is progressing in school working together with other involved professionals helping the educational setting to put in place strategies to make the environment easier for your child / young person to learn more easily	https://www.cornwall.gov.uk/sensupportrequest/ Physical and Medical Needs Advisory Service: physicalandmedicalneeds@cornwall.gov.uk
Hearing Support	We are a specialist team of: Advisory Teachers of the deaf A highly-specialised Speech and Language Therapists Sensory Support Service Teaching Assistants All teachers are excellent classroom practitioners who have: At least two years teaching experience before they join us. A mandatory qualification in teaching learners with hearing	Through Cornwall Council's Children, Schools and Families department http://www.cornwall.gov.uk/education-andlearning/special-education-needsdisabilities-inclusion-(sendi)-services/hearing-support-team/

	impairment. (Or the qualification is undertaken with us.) Mentors, if they are new advisory teachers. They work with a wide range of children and young people who have varying levels of hearing impairment All staff in the Sensory Support Service update their skills regularly. There is a varied programme of Continued Professional Development (CPD) in place	Hearing Support Team: hearing.support@cornwall.gov.uk
The ASD Team	Support for children with a diagnosis of ASD and their families	http://www.cornwall.gov.uk/childrensautism Autism in schools team https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/autism-in-schools-team/
Child and Adolescent Mental Health (CAMHS)	The service helps children and young people deal with emotional, behavioural or mental health issues. These include: Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem. Problems with behaviour e.g. violence, destructiveness, self-harm, hyper-activity, oversexualisation 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.) Emotional problems linked to physical health issues e.g. difficulties with taking medication as prescribed by a doctor	CAMHS Access Team, Early Help Hub New County Hall Treyew Road Truro Cornwall TR1 3AY https://www.cornwallft.nhs.uk/camhs/

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.	
SEN Assessment and Provision Team	EHCP and annual Reviews for children with SEND	ehcassessments@cornwall.gov.uk ehcreviews@cornwall.gov.uk
Cornwall SENDiass SCIP	Parent partnership for parents of children with SEND Support for children with difficulties at home	01736 751921 07511 633935
Mental Health Support Team (MHST)	Many schools across Cornwall are now working with a Mental Health Support Team. Your local team is an NHS service and will help your school to consider their approach to children and young people's mental health. They also provide additional capacity and support to the help that is already available from existing mental health and wellbeing services. In Cornwall, the focus of the team is on prevention and early intervention. They are a primary school linked service. The team can also support the transition into secondary school, and we link with our secondary school colleagues as needed. Depending on the age of the child or young person, we may work either directly with them or with their parents or carers. We also work with school staff and offer support on different levels; with the aim of developing	https://www.cornwallft.nhs.uk/childrens-mental-health-support-team/

	and supporting a whole school approach to promoting mental health. We can provide individual, or group based short term, low-intensity mental health interventions and support focused on mild to moderate anxiety, low mood and other areas. Funding was jointly and nationally agreed by the Department for Education and Department for Health for development of mental health support teams to provide extra capacity for early intervention and ongoing help within a school and college setting.	
Cornwall Association of Primary Heads (CAPH) SEND group	Updates for SEND in Cornwall, networking with support agencies and other SENDCos	01726 212892 info@caph.org.uk
Neurodiversity hub	Support with adaptations for Neurodiverse pupils. Aligns with the profiling tool.	https://parentcarerscornwall.org.uk/neurodiversity/
Penhaligan'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

Children's audiology Service	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
British Dyslexia Association	Information and advice surrounding assessments and diaganoses.	The British Dyslexia Association https://www.bdadyslexia.org.uk/dyslexia
Cornwall Dyslexia Support	We offer advice and guidance to dyslexic people, family and friends and provide screening.	07716 639375 enquiries@dyslexiacornwall.org.uk
Early Years Inclusion Team	We support children aged 0 to 5 who are: ● with an early years provider such as a: ○ childminder ○ pre-school, or ○ nursery, and	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-support-services/send-in-the-early-years/

	• who are not meeting their development milestones within the Early Years Foundation Stage (EYFS) We are a team of early years professionals with a range of training, experience and skills.	
Family Information Services	Cornwall's Family Information Service (FIS) is a free and impartial support service. It gives information on local services for children and young people. It is for children aged 0-19 years (up to 25 years with Special Educational Needs and Disabilities, SEND). Children and their families can use this site to find childcare and things to do.	https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/
Headstart Kernow	Headstart Kernow offers training courses and events, information, signposting, resources and more to help build resilience and mental wellbeing for children and young people. Join the Cornwall Wellbeing Hub, a free Cornwall-wide online network for schools and settings to support staff, governors and those supporting C&YP wellbeing. The professionals working with children and young people section highlights information for all schools and settings and community organisations. The Whole	https://www.headstartkernow.org.uk/

	School Approach features useful tools and resources. The Learning section contains reports about the effectiveness of HeadStart interventions, new engagement tools and research methods. The Digital Resilience Tool is a practical way for professionals to assess young people's online behaviour and help them make decisions about whether that behaviour represents risk of harm. It's free and the training is CPD accredited. The Virtual Ring Binder is a compilation of organisations that offer support for children and young people, parents, carers and families as well as education professionals. Parents and carers can explore further information about courses, activities and resources.	

Answers to Frequently asked Questions

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?**

Teachers continuously assess pupils' progress, through their performance in class on a daily basis and through more formal means such as tests. Children whose level of attainment is below that which is expected and is a cause for concern are identified. Some children arrive at school with a diagnosis of a specific condition (e.g. Down Syndrome or Asperger's Syndrome). If it is felt that the child's difficulties need to be addressed through an individual education plan, this will be discussed with parents/carers. If parents/carers have concerns, they are encouraged to discuss these with the class teacher, SENDCo and/or headteacher.

2. **Who is responsible for the progress and success of my child in school? Class teachers, supported by teaching assistants plan for and monitor the progress of pupils.**

The headteacher takes an active role in ensuring all pupils do as well as they can in school and the SENDCo has a particular responsibility for monitoring the progress of those designated as having special educational needs. Success at school also depends upon the nurture given by parents and carers.

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

The school follows the National Curriculum 2014 set out by the Department for education https://www.gov.uk/government/collections/national-curriculum . The school follows the God Matters strategy for religious education as directed by CAST. Teachers take account of the range of abilities and individual needs when planning for their class so that appropriate support can be put in place where it is needed – for instance a child with a physical disability may need a supporting adult during a p.e. lesson. In literacy and maths and other lessons where needed, work is differentiated by the teacher to suit different abilities. Teaching assistants are deployed to give additional support to groups or individuals.

4. **How will school staff support my child?**

The type of support given will depend on the age of child and his or her particular need and circumstances. All school staff do their best to help children to become confident and independent – academically and socially.

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

Annual written reports are sent out at the end of the summer term. There are formal meetings in the autumn and spring terms. Parents and carers of children who are on the school's record of need are invited to meetings each term to review progress and set new targets. The

school's website includes ways to support children at home. Parents or carers who wish to discuss specific issues relating to their children are welcome to make an appointment to see
the class teacher, headteacher or SENDCo.

6. **What support will there be for my child's overall wellbeing?**

The school motto is 'Growing together in knowledge, faith and love. This encompasses the whole of the school community. All staff, including lunchtime supervisors, co-operate and collaborate to ensure
that every child thrives. We respond to parents'/carers' concerns. Where a specific need has been identified – e.g for emotional support, a mentoring programme can be put in place.

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

Health and Safety is a school priority. Statutory checks are made of the building and equipment. Fire drills are held regularly. Policies on bullying and safeguarding are implemented. Governors make routine investigations.

8. **What specialist services and expertise are available at or accessed by your school?**

Please refer to the relevant section of the school's offer

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

SENDCo has achieved the national award for SEN coordination. Termly SENDCo networks provide updates and sharing of good practice. Staff training is annually updated. During the last two years, whole staff training has included positive behaviour management

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

As an inclusive school, we expect every child to take part in all the activities planned for the class. If adaptations need to be made – e.g for an extra adult to be included to support a pupil, the school puts this in place. If participation in an event or activity outside the school is likely to put the child or others at unacceptable risk (for instance because the child is likely to disobey safety rules), parents or carers will be consulted as to the course of action.

11. **How accessible is the school environment?**

Please refer to section section 8 of the school's offer

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

Please refer to section section 8 of the school's offer

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

Decisions are made by the headteacher, in consultation with senior management team and governors.

12. **How is the decision made about what type and how much support my child will receive?**

Children who have an Education Health and Care Plan will normally have a number of hours teaching assistant support, depending on the level of need. Children who have been identified as having special educational needs receive additional support from the teachers, teaching assistants or SENDCo. Decisions about deployment of staff are made at classroom level by the teacher. The headteacher, in consultation with senior management team, makes decisions about staffing within the budget available. A collaborative approach is employed about the type and level of support. Each half term, every pupil on the record of need is discussed by staff. Adaptations to the support is flexible and may be increased or decreased. Programmes such as Funfit run for a specific number of weeks for a limited number of children most likely to benefit.

13. **Who can I contact for further information?**

Acting Headteacher (Nicky Teixeira), SENDCo (Fran Lobban), SEND Governor (Leah Oakley)

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

Please contact the headteacher or a governor to make your concerns known. Alternatively, contact Parent Partnership on 01736 751 921

15. **How is your local offer reviewed?**

The school's local offer will next be formally reviewed by staff and governors annually. Parents and carers are welcome to contribute to this review. If matters arise before the date of the formal review, please contact the Headteacher or SENDCo.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:
http://cornwall.childrensservicedirectory.org.uk

The Governing Body approved this SEN Local Offer in November 2025

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