

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Our local offer details the provision that we provide within the school and the services that we access in order to make the best endeavours to meet the needs of all children within the school, including those with additional needs and disabilities. This offer links with St. Catherine's School Improvement Plan and the Pupil Premium Improvement plan. It details the provision offered by the School, links to the performance management of all staff and ensures that the school budget shows value for money. This plan details the provision in place to ensure that your child is included in the schools long term aim, to be in the top 10% of schools Nationally. All staff and the Governors are involved in monitoring and evaluating the provision provided annually, and are responsible collectively for the successful implementation of the offer to ensure success and achievement for all pupils including those with additional needs and disability. The plan links directly to our Special Educational Needs, Equality and Diversity and Pupil Premium Policies and encompasses the vision provided within these policies. The offer is monitored closely through evaluation on a regular basis by all involved. All staff are provided with relevant and appropriate training in order to ensure that they are taking their best endeavours to ensure that the offer detailed is being met at all times.

Link to Special Educational
Needs Policy

Link to Equality and Diversity
Policy

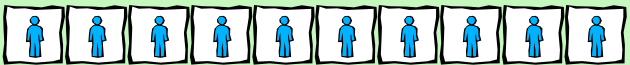


Link to Pupil Premium Policy

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Tracey Laithwaite.

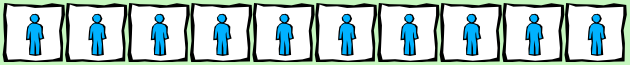
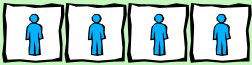

Tel: 01566 772198 Email: tlaitwaite@andaras.org

The levels of support and provision offered by our school

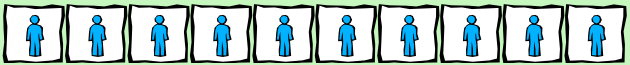


1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all students are valued • Student voice is represented where relevant and relating to experience of the pupils directly Eg : learning, classroom, rewards, school site, outdoor learning, adults • Student voice is heard through: school and class councils, focus groups, pupil conferencing, questionnaires 	<ul style="list-style-type: none"> • Students with SEND are included in all consultation groups • Additional provision is developed in light of student voice • Access to TIS (Trauma Informed School) key worker 	<ul style="list-style-type: none"> • Individual support is dependent on age and need. We make best endeavours to take into account views where relevant of students • Individual support is responsive to the views of the student • Students views are an integral part of TAC meetings and SEN reviews • Students are supported in person centred planning and target and outcome setting • Access to TIS (Trauma Informed School) key worker • Parent Support Advisor involvement/guidance

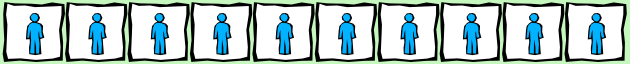
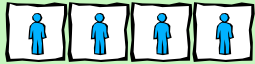

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school makes best endeavours to work in partnership with all parents and carers • The parents/carers are invited to attend parent/carer evenings • Parent/carers know exactly who to contact if they have any concerns • The virtual learning environment, and/or website enables parents/carers to understand more about what their young person is learning • Parents and carers are informed about the progress of their children through: Tracking shared termly in consultation days End of Year reports • Parent Support Advisor involvement/guidance/support 	<ul style="list-style-type: none"> • Families are invited to attend information sessions regarding supporting their young person at home eg: parenting skills, english and math skills, independent homework, skills to support with work at home • Virtual sites such as bug club and phonics play are available to support children at home. • SENDICO and SEN Team are identified to support parents. • Parents are able to contact school at any time about concerns. 	<ul style="list-style-type: none"> • Parents/carers are supported in attending, and are actively involved in, all TAC meetings and reviews. • Parent/carers views are an integral part of TAC meetings and SEN reviews • Advocacy is available to ensure the above eg: translators are provided for parents needing EAL support • All documentation is presented in a format that is accessible to individual parents • Parents are encouraged to join in with school trips • Parents are encouraged to engage in one-to-one reading and support with home school activities eg phonics




3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students and planning shows this support • All students, regardless of their ability and/or additional needs have full access to the curriculum • Assessments (including dyslexia testing) / cognitive ability tests are used to identify students who need specific interventions • Intervention programmes are available to all and used based on current tracking where relevant 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led • The progress of students taking part in intervention groups is measured on a regular basis • The intervention packages are adapted in light of student progress • Small group intervention includes: English – reading, phonics, comprehension, writing Handwriting (fine motor skills) Mathematics Speech and Language Social skills Gross motor skills Fine motor skills 	<ul style="list-style-type: none"> • Students are supported in following their interests and activities regardless of their SEN and/or disabilities • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate • In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved.

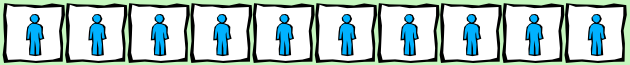
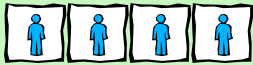

4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a “dyslexia friendly” approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students • The lessons are carefully planned to include clear stages and regular progress checks • Different level groupings are identified for each class and students are made aware that at least some of the time they will be seated in ability groups • Learning objectives are displayed and discussed using “we are learning to ...” • Differentiated success criteria are included on planning • Students work should be regularly marked in tickled pink (showing success) and green for growth (showing targets) • Students should be regularly fed back to verbally and in writing about their achievements and next steps in their work. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision • Teaching assistants/class teachers work with small groups to: Ensure understanding Facilitate learning Foster independence Keep students on task • If the class teacher is working with a small group the teaching assistant supports the class teacher with tasks already set by the teacher • Independent student learning is supported by the use of technology for example: Laptops Netbooks Learnpads Dictaphones (microphones) Talking tins 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning • One to one support is in place for students who need more intensive support eg for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe English difficulties/dyslexia etc • Personalised visual timetable for learning needs • Other educational sites and professionals accessed for advice on teaching and learning • Educational Psychologist • TIS

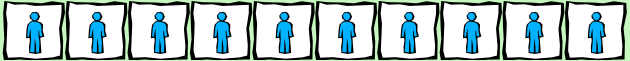


5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Students are encouraged to use self support strategies before asking adults for help, such as : Peer support Classroom area support Tools Thinking skills Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include (for example): Word/sound mats Hundred squares/number lines Maths resources Talk tins Coloured overlays where appropriate Visual timetables of some format are on display in all classrooms to aid independence All children have access to regular I.T 	<ul style="list-style-type: none"> Where teaching assistants are in the classroom they facilitate independence Students have personalised equipment to help them to learn, such as talking tins, overlays and timers Students have access to: Visual timetables Reward systems Prompt cards Time out systems Warning systems 	<ul style="list-style-type: none"> Teaching assistants working one to one with students 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; Eg asked peers, checked learning areas etc Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent Personalised visual timetables, now and next boards and task cards are in place to support independence.




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • PSHE lessons include all students • The SENDICO co-ordinates provision for students with wellbeing, emotional, physical and mental health needs • Peer mentors/buddies/playground pals are trained to support fellow students • Bereavement counselling is available if appropriate • Student issues are dealt with by trained staff, as they arise • Risk assessments are updated regularly 	<ul style="list-style-type: none"> • Students are given opportunity to take “time out” and find support at break times • Funfit intervention • Monitored groups address: Self esteem Social skills Life skills Anger management • Multi skills events, where appropriate aid resilience and emotional well being • Workshops/programmes are sometimes commissioned surrounding sport, extra-curricular and creative activity • Risk assessments are carried out 	<ul style="list-style-type: none"> • TAC’s, early support meetings and reviews are supported by a range of agencies • TIS individual support/targets set • Additional support for students can be requested from CAMHS Family Support Social Care Youth centres Dreadnought Camlanns SALT Educational psychology Autism team Etc • Individualised support is provided for students who begin to display signs of disaffection • Students with specific medical conditions have individual health care plans which are shared with all staff

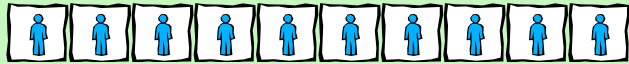
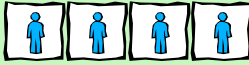

7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need • All students belong to an age related class • All students are invited on trips and visits 	<ul style="list-style-type: none"> • Older students involved in mentoring with younger students with SEND • Peer mentors/buddies for targeted children Eg Lunch time support, friendship stop • All staff are trained to support social interaction of students • Playground leadership is provided for all children in order to aid social skills 	<ul style="list-style-type: none"> • Learning mentors or TAs use social stories with individual students • Older students are used to support and “buddy” younger students with SEND where appropriate

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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND • All areas of the school have wheelchair accessible classes • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively • 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"> • Provision is made for pupils who need a quiet and supervised area for those who are unable to cope in unstructured times. Ensures the opportunity to eat lunch away from the canteen and store items in a secure place • Some toilets are adapted by height • Disabled toilets are available • Chairs and tables of different heights are available • There are named adults who are team teach trained 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent • Classrooms/halls/corridors are made accessible for young people with sensory needs

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There are links with local secondary schools SENDCO and Teachers identify children who may need extra support at transition from KS1 to KS2 or KS2 to Secondary • Primary children visit college regularly for specific events • Secondary staff visit Year 6 prior to transition • Taster days for students in Year 6 and 2 or more induction days for Year 6 students and their designated secondary placement • Secondary placements invite specific students to attend summer school • Transition days arranged for children in each year group to experience their new class • Nursery children invited in for a range of transition days with and without parents before starting at school • Partnered trips and events with older year groups take place to aid transition 	<ul style="list-style-type: none"> • Buddy or Peer systems are in place for students who are particularly vulnerable at transition • Students identified as possibly struggling with transition have many additional visits in small groups • A key worker is in place 	<ul style="list-style-type: none"> • The secondary SENDCO attends Year 6 annual reviews where appropriate • Social stories created and sent home to share with parents. • The student has a key worker who spends time with them in Secondary school before supporting their transition to secondary school • Students have a structured and gradual transition package from setting to setting and from year to year. This ensures that they are familiar with routines, key members of staff, running of the school day, environment, etc • Students with SEND have extra visits to college in Year 6.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early Help aims to ensure that services to support children and their parents are there when they need them.	earlyhelphub@cornwall.gov.uk 01872 322277
Speech and Language Therapy	Assess and monitor speech and language problems	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Child and Adolescent Mental Health Service	Support with children showing signs of mental health or significant social difficulties	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
School Nurse	Support with medical difficulties	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Social Care	Support for families struggling with care aspects regarding their children	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Family support	Support for families regarding issues within the home which don't relate to care concerns	Childrens care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	01872 323022
Autism Spectrum support Centre	Autism resource and information centre	01872 278378
Educational Psychology Practise	Support, observation and assessment of children with	Accessed through the school

	concerning academic or social progress at school.	
Diabetic Nursing Team	Supporting children who have diabetes	01752 439444
Dreadnaught	Socialisation, anger management, self esteem, bereavement, domestic violence, abuse, young carer support (this a payable service)	www.thedreadnaught.co.uk 01209 218764

Answers to Frequently asked Questions

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

Close tracking and monitoring against National Curriculum age related expectations daily

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

Make an appointment to talk to your child's class teacher to express your concerns, they will signpost you accordingly

3. Who/what is responsible for the progress and success of my child in school and matching the curriculum to my child's needs?

A close partnership between yourself and the class teacher.

4. How will school staff support my child?

Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly

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

By meeting your child's class teacher regularly and attending open school opportunities

8. What specialist services and expertise are available at or accessed by your school? What SEND training have the staff at school had or are having?

Please see the above list, refer to the family information service website (<http://cornwall.childrensservicedirectory.org.uk>) or talk to the SENDCO regarding additional services.

All staff have regular and appropriate SEND training as required.

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

All children are involved in all activities where appropriate and suitable support put in place accordingly. All environments are made accessible and risk assessments are carried out accordingly.

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

Regular and thorough transition activities are provided for all children throughout the summer term and beyond.

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

This is dependent on your child's need, funding provided and what is appropriate and right at the current time for your child in close consultation with all involved with your child (outside agencies, family partnerships, teachers and all school staff)

13. Who can I contact for further information?

There is a great deal of advice on the Family Information Service website regarding additional needs

<http://cornwall.childrensservicedirectory.org.uk>

Alternatively please speak to your child's class teacher for signposting.