St. Catherine's C of E Primary School

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.

St Catherine's acknowledges that children with SEND may have faced multiple barriers to learning over the period of school closure due to the impact of Covid-V19. Applying the principle of equity, our team will consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning. We will ensure we maintain a humane approach concerned with the fundamental wellbeing and positive development of our pupils.

Link to Special Educational Needs Policy

Link to Equality and Diversity Policy

Link to Pupil Premium Policy

Link to Inclusion Policy

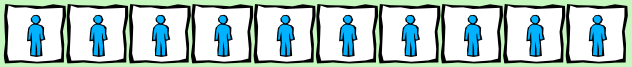
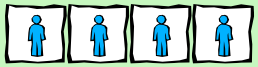
Link to SEN Information Report Policy

Link to Accessibility Plan

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Tracey Laithwaite.
Tel: 01566 772198 Email: tlaithwaite@andaras.org

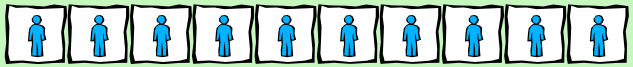
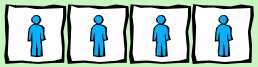
The levels of support and provision offered by our school

1. Listening to and responding to children and young people

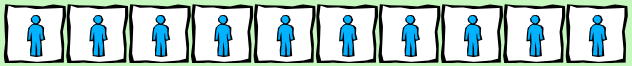
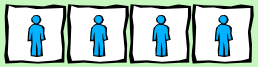
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• The views and opinions of all our pupils are highly valued
• Pupil voice is represented across all year groups and influences all our decision making regarding their learning, indoor and outdoor environments, rewards, events and activities
• Pupil voice is actively sought through: school and class councils, focus groups, pupil conferencing and questionnaires
• Positive behaviour approach principles underpin our approach to working successfully and being in relationship with all children in our school
• Pupils from each class are represented on the School Council
• Pupil Forum views and opinions gained during the interview process for all appointments
	• Pupils with SEND are included in all consultation groups
	• Where appropriate, additional provision will be arranged in response to:
	  ○ Termly tracking / school data,
	  ○ Pupil premium
	  ○ Rate of learning progress
	  ○ Target group reviews
	  ○ Teacher concerns
	• Where necessary, the views of some of our pupils will be considered when completing a pastoral / healthcare plan.
	• Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through 'Trauma Informed Schools' screening / activities on a small group basis
		• Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents
		• All individual support will be carefully planned for with the aim of developing independent learning skills and/or self-help skills
		• Our pupil's views are an integral part of Early Support /Child in Need / CP meetings and EHCP SEN Reviews
		• Our pupils are supported through individual needs centred planning, target and outcome setting
		• Alternative curriculum planning for pupils in need of this provision
		• Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through 'Trauma Informed Schools' screening / activities on a 1:1 basis
		• Parent Support Advisor involvement/guidance

2. Partnership with parents and carers

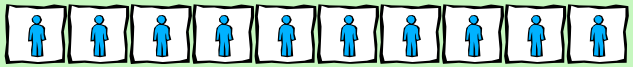
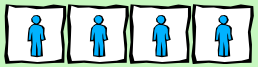
Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
• The school makes best endeavours to work in partnership with all parents and carers • The parents/carers are invited to attend parent/carer 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 • Positive behaviour principles underpin our approach to working successfully and being in relationship with all parents / carers • Parent Support Advisor involvement/guidance/support	• Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities • Parents/Carers are encouraged to attend information sessions to support their young person at home regarding: ○ Parenting skills ○ Literacy ○ Numeracy skills ○ Independent homework ○ Skills to support with learning at home ○ Family services • Virtual sites such as bug club and phonics play are available to support children at home. • SENDCO and TIS Team available to support parents. • Parents are able to contact school at any time about concerns. • Parents are invited to contribute to their child's Individual Provision Maps in order to set new targets / reviews for their child.	• Parents/carers are supported in attending, and are actively involved in Early Support, Child in Need, CP meetings and EHCP Reviews • The views and opinions of Parents/Carers are actively sought through Early Support, Child in Need, CP meetings and EHCP Reviews • All documentation is presented in a format that is accessible to individual parents • Translated versions of letters etc are available upon request • Where appropriate, Parents/Carers are encouraged to join in with school trips or activities • Parents are encouraged to engage in 1:1 reading and support with home activities • Parents are supported in liaising with outside agencies e.g. Family Support, Educational Psychologists, ASD Team, School Nurse, Occupational Therapists • Home-school books are used to share information and successes as required.

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 curriculum is designed to ensure the inclusion of all our pupils and teacher planning reflects this
• All our pupils, regardless of their ability and/or additional needs have full access to the curriculum
• Assessments (including dyslexia testing / cognitive ability tests etc.) are used to identify students who need specific interventions
• English, Maths, Pastoral Support, Speech and Language intervention programmes are available and our pupils' access to them is based on our current and robust tracking system
• Regular enrichments events for all year groups throughout the academic year to support class topics / themes
	• Intervention packages are bespoke, and needs led
	• The progress of pupils taking part in intervention groups is measured on a regular basis
	• The intervention packages are adapted in light of pupil progress
	• Small group intervention includes:
	  ○ Times Tables groups
	  ○ Developing writing skills
	  ○ Phonological Awareness support
	  ○ Developing comprehension skills
	  ○ Handwriting (fine motor skills)
	  ○ Mathematics
	  ○ Speech and Language Groups
	  ○ Reading support
	  ○ RWI Phonics skills
	  ○ Social Skills
	  ○ Memory Games
	  ○ Lego Group
	  ○ SEND Precision Teach support
	  ○ Fun Fit (Gross motor skills)
	  ○ Access to Lunch Time Club
		• Pupils are supported in following their interests and activities regardless of their SEN and/or disabilities
		• Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate
		• In exceptional circumstances pupils can be dis-applied from some subjects. This must be agreed by all involved.
		• Our pupils are supported through individual needs centred planning, target and outcome setting
		• 1:1 speech & Language sessions following a Care Plan devised by the Speech Therapist
		• Inclusion of interventions recommended by outside agencies which may include: Educational Psychologist, Dyslexia service, School Nurse, Occupational Therapist, ASD Team
		• Provision of a bespoke / alternative curriculum as required

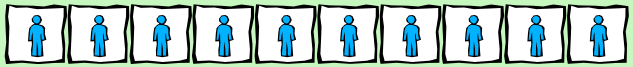
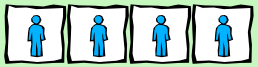
4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school
• Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing
• Staff are aware of the importance of noticing children and being aware of their emotional state
• The whole school uses a "dyslexia friendly" approach to teaching and learning, where differentiated teaching; tasks and resources support our pupils in achieving desired outcomes to ensure the progress
• The lessons are carefully planned to include clear stages and regular progress checks
• Different level groupings are identified for each class and pupils 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 is included on planning
	• Staff are trained to and are encouraged to support the emotional wellbeing and health of pupils
	• Class teachers and Teaching Assistants share information and lesson plans to ensure that students with SEND have targeted support, provision and access to quality resources to support independent learning
	• Teeaching Assistants/Class Teachers work with small groups to:
	  ○ Ensure understanding
	  ○ Facilitate learning
	  ○ Foster independence
	  ○ Keep students on task
	  ○ Assess progress
	  ○ Inform future planning
	• Pupils are supported in the classroom by their teacher and /or TA and also to have opportunities to work independently
	• Independent pupil learning is supported by the use of technology for example:
	Computers
	iPads
		• Personalised and highly differentiated work is provided enabling independent learning
		• Support from the TIS Team to meet the emotional needs of individual children
		• Personalised, highly differentiated and well-resourced work tasks enable all our pupils to access or work towards independent learning
		• 1:1 support is in place for students who need more intensive support and include specialised support for those who may have:
		  ○ Physical disability
		  ○ Sensory need
		  ○ Speech and language difficulty
		  ○ Autism (ASD)
		  ○ Severe literacy difficulties
		  ○ Severe Numeracy difficulties
		  ○ Global learning delay
		  ○ Severe Social, Emotional & Behavioural needs
		• Personalised visual timetable for learning needs
		• Other educational sites and professionals accessed for advice and support on teaching and learning

• Pupils work should be regularly marked in tickled pink (showing success) and green for growth (showing targets) • Pupils should be regularly fed back to verbally and in writing about their achievements and next steps in their work.	Dictaphones (microphones) Talking tins	

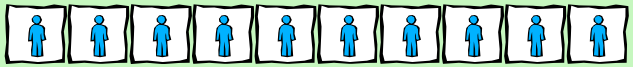
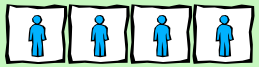
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult for help. These include:
  ○ Peer to peer support
  ○ Sourcing classroom resources
  ○ Selecting and using a range of appropriate tools
  ○ Developing thinking and problem-solving skills
• Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include:
  ○ Word / sound mats / flash cards
  ○ Hundred squares/number lines
  ○ Maths resources
  ○ Talk tins
  ○ Coloured overlays where appropriate
  ○ Pencil grips where appropriate
  ○ Word Banks
• Visual timetables are on display in class- rooms to aid independence
• Adults are aware that children who are emotionally healthy are more able to
	• Where teaching assistants are in the classroom they facilitate independence
	• Pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers
	• Our pupils have access to the following if appropriate:
	  ○ Differentiated resources
	  ○ Visual timetables
	  ○ Personalised task cards
	  ○ Prompt cards
	  ○ Time out systems
	  ○ Visuals
	  ○ Now / Next boards
	  ○ Ear defenders
	  ○ Individual workstations
		• Teaching assistants working one to one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. We encourage the use of:
		  ○ Peer to peer support
		  ○ Learning areas
		  ○ Specialised resources
		  ○ Self-checking
		  ○ Use of highly differentiated toolkits etc.
		• We will ensure that our pupils who require a high amount of 1:1 support will have that support delivered by a number of different adults throughout the day/week. This will ensure our pupils build resilience and self-coping strategies to enable them to cope when and if a key LSA or their teacher is absent
		• A range of personalised resources will be available to support our pupils, such as:
		  ○ Personalised visual timetables
		  ○ Now and next planning boards
		  ○ Task cards
		  ○ Communication Prompts /

develop self-help skills and independence		visuals ○ Individual workstations (in and out of class, if appropriate) ○ Individual behaviour support plans ○ Health care plans ○ Intimate Care Plans ○ Risk assessments ○ One-Page Profiles / Individual Provision Maps ○ Sensory Diet ○ Personalised integration plans ○ Tools, furniture adapted to need •

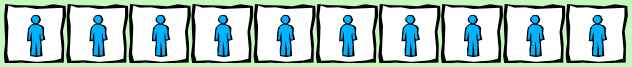
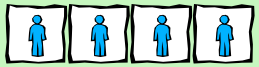
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 

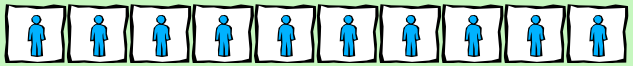
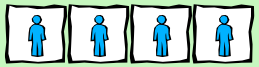
• PSHE lessons include all pupils
• Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school
• Staff are aware of the importance of noticing children and being aware of their emotional state
• Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing
• The SENDCo co-ordinates provision for students with wellbeing, emotional, physical and mental health needs
• TIS Team are available throughout the school day to support pupils who need additional support in / out of the classroom
• Peer mentors/buddies/playground pals are encouraged to support fellow students
• Bereavement counselling is available if appropriate
• Risk assessments are updated regularly
• A wide variety of extra-curricular clubs are offered.
• Weekly 'Awards' assemblies and
	• All staff are trained and encouraged to support the emotional wellbeing and health of our children
	• TIS Team are available throughout the school day to support pupils who need additional support in / out of the classroom as needed
	• TIS sessions on timetable for individual pupils following screening / reviews
	• Visits for identified pupils to meet Luna our School Dog
	• Pupils are given opportunity to take "time out" and find support at break times
	• Our pupils can access a range of targeted, time-limited and monitored groups to address:
	  ○ Self esteem
	  ○ Social skills
	  ○ Life skills
	  ○ Motor Skills
	  ○ Anger management
	  ○ Lego Club
	  ○ TIS Sessions
	• Pupils are encouraged to attend after school clubs; inter and intra-school competitions and activities to develop
		• Individual screening will be used to assess the emotional needs of individual pupils
		• Early support / Child in Need / CP meetings and SEND reviews are supported by a range of agencies and professionals
		• Additional support for our pupils can be requested by or through:
		  ○ CAMHS
		  ○ Social Care
		  ○ Speech and Language Therapist
		  ○ Educational Psychologist
		  ○ Autism Spectrum Team
		  ○ Occupational Health Services
		  ○ Physiotherapy Services
		  ○ School Nursing / specialist nurses
		  ○ Visual Support Services
		  ○ Hearing Support Services
		  ○ Cognition & Learning Team
		  ○ Physical and Medical Needs Advisory Service
		• Individualised support is provided for pupils who begin to display signs of disaffection

displays around the school celebrate children's achievement. • Recognition of the impact of Covid-19 on the emotional stability of pupils.	resilience and emotional well being • Risk assessments are carried out for all activities • Workshops/programmes are sometimes commissioned surrounding sport, extra-curricular and creative activity • Where appropriate, our pupils are supported through Positive Support Plans and access to our Parent Support Advisor • Support for pupils struggling with anxiety following transition back to school following covid-19	• Pupils with specific medical conditions have individual health care plans which are shared with all staff • Access to counselling services • Access to Penhaligon's Friends for bereavement support • Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through 'Trauma Informed Schools' screening / activities on a 1:1 basis • 1:1 support for those whose anxiety levels are such that they are impacting on their wellbeing and resilience back at school following covid-19 lockdown

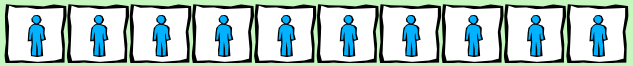
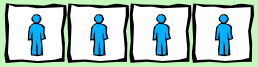
7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Staff are aware that every social interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing • 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 regardless of ability or disability. • Residential trips in Key Stage 2 challenges and encourage the development of age-appropriate social skills • Regular enrichment experiences throughout the year for class groups • All children have opportunities to participate in whole school events such as House Sports Competitions • Pupils have speaking and listening opportunities such as show and tell, storytelling, circle time, pupil's assemblies and assemblies with visitors	• All staff are trained to and are encouraged to support the social interaction of students • Peer mentors / buddies for targeted children • Older students take the role of playground leaders to act as 'buddies', encouraging younger children to become involved in a range of games	• Individual screening will be used to assess the social and emotional needs of individual children and shared with all adults in the classroom. • Additional support from outside agencies such as the ASD Team • Learning mentors or TAs use social stories with individual pupils to manage difficult situations or changes e.g. enrichment visits • Older pupils are used to support and "buddy" younger pupils with SEND where appropriate

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 
• Staff are aware of how the school environment can be used/adapted to suit the emotional and learning needs of children in their class. They recognise that each cohort is different and organise their class environment to reflect this • There is a named child protection officer, designated safeguarding officer and a named 'Child in Care teacher' in school • Step edges are painted yellow with non-slip paint for visually impaired pupils/parents • All areas of the school are accessible to everyone including those pupils with SEND • All areas of the school have wheelchair accessible classes • Pupils feel safe and, in an environment where bullying is 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	• 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 around the school with a rolling programme of training by the ADMAT trainers to ensure that all adults are able to use the de-escalation techniques to promote positive handling. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times. • Coloured enhanced IT screens to ensure work presented is dyslexia friendly • Pictorial cures, use of symbols • Visual timetables to support routine and predictability of the school day. .	• Staff trained to ensure that the emotional wellbeing of individual children is always being considered. • Specialist equipment in practical lessons enables disabled pupils to be independent • Classrooms/halls/corridors are made accessible for young people with sensory needs • Specialised equipment is used for children where advised by outside agencies. • Individualised social stories to help regulate emotions • Specialised targeted support from the Speech & Language Therapist, Physiotherapist, Occupational Therapist, Visual, Physical & Medical and Hearing Advisory Teacher's

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 
• There are robust procedures in place to support all our pupils through their key transition phases • There are links with local secondary schools SENDCO. Staff identify children who may need extra support at transition from KS2 to Secondary • Primary children visit college regularly for specific events • Secondary staff visit Year 6 prior to transition • Taster days for pupils in Year 6 and 2 or more induction days for Year 6 pupils and their designated secondary placement • Secondary placements invite specific pupils to attend summer school • Transition sessions are arranged for children in each year group to experience their new class • Nursery children are invited in for a range of transition days with and without parents before starting at school • Meetings are held between the present and the next class teacher.	• Buddy or Peer systems are in place for pupils who are particularly vulnerable at transition • Pupils identified as possibly struggling with transition have many additional visits in small groups as required • A key worker is in place for SEND pupils • A transition passport is put together • Communication with the transition school is robust • Adults are aware of the emotional trauma some children experience when moving on to a new class / setting / teacher/ TA etc. • One Page Profiles for pupils with SEND / specific additional needs identified	• The secondary SENDCO attends Year 6 annual reviews where appropriate • Social stories created and sent home to share with parents. • At times a pupil may require a key worker at their secondary school who will support transitions from Yr 6 • Our pupils 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; geography of the school and transport arrangements • Our pupils with SEND have extra / enhanced visits to college in Year 6. • Where necessary, our pupils will be supported by an Early support plan to ensure transition planning is robust and meets the needs of the individual • TIS Team members will support individual pupils through transition phases.

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	The speech and language therapist work alongside our school to support children with any speech and language needs.	Referral via school or GP Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP Further information: http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Referral via school or GP Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Social Care	Support for families struggling with care aspects regarding their children	Children's 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	Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support children in need.	Referrals can only be made through school
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	Katy Neve - Manager and Senior Educational Psychologist Department of Children, Schools & Families

		Sedgemoor Centre, Priory Road, St Austell. PL25 5AB Tel: 0300 1234 101/ 01872 323022
Multi-agency professionals: Physiotherapist, Occupational Therapist, Speech and Language Therapist (SaLT), Dietician, Learning disability nurses, Continence nurse	Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports), feeding plans, toileting plans, sensory integration plans, communication plans including the production of communication passports	Through the school
Parent Carer Council Cornwall	The PCC are parents of children and young people under the age of 25; their aim is to meet regularly to provide a united voice by creating a forum for parent/carer views. The PCC works alongside Health therapy, Education and Social Care services.	www.parentcarercouncilcornwall.org.uk 07973763332 07591019548
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

6. 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.

7. 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.

8. 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.

9. 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.