



## **St Mewan CP School – An Academy**

**‘Where learning, laughter and friendship are shared’**

### **SEN Information Report January 2021**

St Mewan is a hugely popular; two form entry school on the outskirts of St Austell. We currently have 416 (plus 42 nursery pupils) on roll, who are organised into two parallel classes in each Year group. We also manage our own very successful Nursery Provision as well as other child-care services.

The children of St Mewan School are at the heart of everything that we do. All decisions and developments are made with their well-being and success as the driving force. Our aim is that children will thrive during their time with us in a happy and safe environment. We encourage all children to work to the best of their ability, making the most of everything that St Mewan has to offer them. St Mewan aims to be a fully inclusive school where the achievements and successes of all children are celebrated. We are enthusiastic about making learning fun, and every child is valued and encouraged to develop to the best of their potential, whether this be academic or otherwise. We are particularly proud of the breadth of curriculum that we are able to offer to the children of St Mewan.

We do recognise that some children may find aspects of their learning a challenge. Our Special Needs and Disabilities Policy has been written to support these children, enabling them to overcome difficulties and achieve to their full potential. We welcome all children to our school and look forward to seeing them grow and develop. We have a skilled and dedicated staff that cater for all the children in their class. The staff at St Mewan are always willing to adapt teaching and learning styles to suit individuals.

All classes are fully inclusive and support for children is determined by need and individual circumstances. We have high expectations for all of our children, aiming to extend them fully. Throughout their time at St Mewan children may receive varying levels of support for a wide range of reasons. The information in the table below outlines the provision that is available at St Mewan. Levels of support and provision will vary across time for individual children in response to individual needs.

At St Mewan we support Reading and Writing using the Read Write Inc. Phonics programme, Phonological Awareness (PA), FreshStart, Nesy and working memory interventions. We offer Speech and Language therapy input delivered on a one-to-one basis following recommendations from the speech and language therapist. We also have a Pastoral Support Manager, Assistant and a trained counsellor who is employed by school.

Link to [Special Educational Needs Policy](#)

Link to [Equality and Diversity Policy](#)

Link to [Access Plan](#)

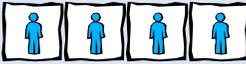
**Our SEND Co-ordinator is Mrs A Jackson.** To contact her please phone 01726 74887 or email [ajackson@st-mewan.cornwall.sch.uk](mailto:ajackson@st-mewan.cornwall.sch.uk)

## The levels of support and provision offered St Mewan CP School

### 1. Listening to and responding to children

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>The views and opinions of all students are valued.</li> <li>All children take part in character learning lessons.</li> <li>Each class has 1 representative on the School Council apart from Year 6 where each class had 6 representatives.</li> </ul>	<ul style="list-style-type: none"> <li>Students with SEN are included in all consultation groups.</li> <li>Additional provision is developed in the light of student voice.</li> </ul>	<ul style="list-style-type: none"> <li>Individual support is responsive to the views of the children.</li> <li>Pupil's views are an integral part of Individual Educational Plan (IEP), Assess, Plan. Do, Reviews (APDR), Team Around the Child (TAC) and SEN reviews.</li> <li>Pupils are invited to attend Team Around the Child and SEN review meetings where appropriate.</li> </ul>

## 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"> <li>• The school works in partnership with all parents and carers.</li> <li>• There is a Home/School agreement in place.</li> <li>• There is an 'open door' policy in place throughout the school.</li> <li>• All children have reading diaries that are used for communication.</li> <li>• The school website enables parents/carers to understand more about what their child is learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend information sessions re supporting their young person at home e.g. Family Learning courses, literacy and numeracy skills.</li> <li>• Parents and Carers are invited to Individual Education Plan review meetings once a term.</li> <li>• Parents are able to contact the school re concerns at any time.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in Team around the Child meetings and reviews.</li> <li>• Parent/carers are encouraged and supported when meeting with a range of outside professionals such as Educational Psychologists for example.</li> <li>• Parent/Carer's views are an integral part of Team Around the Child and SEN review meetings.</li> <li>• All documentation is presented in a format that is accessible to individual parents and carers.</li> </ul>

### 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> 
<p>The curriculum is designed to ensure the inclusion of all pupils.</p> <ul style="list-style-type: none"> <li>• All pupils regardless of their ability and/or needs have full access to the curriculum.</li> <li>• Assessments such as Dyslexia screenings are used to identify students who need specific interventions.</li> <li>• The curriculum is clearly differentiated in teacher's planning to cater for a wide range of needs.</li> <li>• Skills are developed through a creative curriculum.</li> </ul>	<p>Intervention packages are bespoke and needs led.</p> <ul style="list-style-type: none"> <li>• The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>• Intervention packages are adapted in light of pupil success.</li> <li>• Small group intervention include:               <ul style="list-style-type: none"> <li>○ Fresh Start</li> <li>○ Numeracy</li> <li>○ Literacy</li> <li>○ Speech and Language</li> <li>○ Gifted and talented support in numeracy and literacy.</li> </ul> </li> </ul>	<p>Pupils are supported in following the curriculum regardless of their SEN and/or disabilities in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Adult support as appropriate.</li> <li>• Specialist equipment</li> <li>• Advice from outside agencies on how to adapt the curriculum to best suit individuals with specific needs.</li> </ul>

## 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> 
<p>The whole school uses approaches to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils.</p> <ul style="list-style-type: none"> <li>• Lessons are carefully planned</li> <li>• Lessons are clearly differentiated to cater for a range of abilities.</li> <li>• A range of learning styles are catered for</li> <li>• Learning Journey objectives are displayed and discussed</li> <li>• Effective and differentiated questioning in all lessons</li> <li>• Pupils work is marked regularly following the school's marking policy, using effective feedback to move pupils on in their learning.</li> <li>• Opportunities for self-assessment and peer assessment</li> <li>• Every classroom has both Literacy and Numeracy working walls, displaying information linked to current learning.</li> <li>• Preferred learning styles are used.</li> </ul>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <ul style="list-style-type: none"> <li>• Group interventions are put in place to support a range of needs including: <ul style="list-style-type: none"> <li>- Speech and Language programmes</li> <li>- Phonological awareness</li> <li>- Social Skills groups</li> <li>- Handwriting skills</li> <li>- FreshStart</li> </ul> </li> <li>• Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> <li>- Ensure understanding</li> <li>- Facilitate learning</li> <li>- Foster independence</li> </ul> </li> </ul>	<p>Personalised and highly differentiated support is provided enabling independent learning.</p> <ul style="list-style-type: none"> <li>• Targeted intervention is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory difficulties, speech and language difficulties, autism, specific learning difficulties etc.</li> <li>• Individualised support in Literacy where a need is identified: <ul style="list-style-type: none"> <li>- Phonological Awareness</li> <li>- Nessy Learning Programme</li> <li>- FreshStart Literacy</li> </ul> </li> <li>• Advice is taken where appropriate from a range of outside agencies including: <ul style="list-style-type: none"> <li>- Educational Psychology Service</li> <li>- Dyslexia Service</li> <li>- Speech and Language service</li> <li>- Autism Spectrum Team</li> </ul> </li> </ul>

## 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"> <li>• A range of behaviour reward systems are in place that are used to reward self-help skills and independent learning for all children.</li> <li>• All classrooms have a Literacy Treasure Chest as part of the Dyslexia Friendly way that we teach at St Mewan. This contains overlays, dictionaries, and highlighters etc. which promote independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence using a variety of strategies.</li> <li>• Students have personalised equipment to help them learn, such as talking postcards, overlays and coloured exercise books.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of individual visual timetables</li> <li>• Range of visual cues</li> <li>• Use of individual behaviour targets to promote self-help skills and independence</li> </ul>

## 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"> <li>• The contributions of all children are valued.</li> <li>• There are a variety of extra-curricular clubs available to all children.</li> <li>• There is a named child protection officer (and deputies), designated safeguarding officer and a named 'Child in Care' teacher.</li> <li>• The school nurse offers a regular 'drop in session' which is available to all parents/carers.</li> <li>• Pupil's issues are dealt with by staff as they arise. (See Behaviour Policy 2020)</li> <li>• Risk assessments are carried out for all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions focusing on self-esteem, Social skills, life skills and anger management are available.</li> </ul>	<ul style="list-style-type: none"> <li>• A School Counsellor is employed one day a week to support children with emotional problems.</li> <li>• A Pastoral Support Manager is employed four days a week and an Assistant Pastoral Support employed part time.</li> <li>• A member of staff is trained to deliver the Draw and Talk programme to support pupils emotionally.</li> <li>• The school has a 'Dyslexia Champion' to support specific learning needs</li> <li>• Care plans are in place for children with specific medical problems.</li> <li>• Additional support for students can be requested from:             <ul style="list-style-type: none"> <li>- CAMHS – Child and Adolescent Mental Health Service</li> <li>- Social Care</li> <li>- Penhaligons Friends (Bereavement)</li> </ul> </li> </ul>

## 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"> <li>• All children attend whole school trips/visits and shared experiences.</li> <li>• All children have the opportunity to attend residential experiences from Year 3 to Year 6.</li> <li>• All children have the opportunity to attend and take part in whole school events e.g. 'school fair'.</li> <li>• Buddy system in place across the school where children from different age groups are 'paired' and the take part in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• A 'Buddy' system in place to encourage positive social interaction during playtimes.</li> <li>• Small group social skill interventions when required e.g. Time to Talk</li> <li>• Small group activities for specific needs e.g. gardening club to create opportunities for collaboration</li> <li>• A suitcase ramp is available when needed for wheelchair access</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Social Stories to support children who may be finding appropriate social interaction challenging.</li> <li>• Support provided to enable a child to take part in extra curricular clubs.</li> </ul>

## 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"> <li>• All areas of the school are accessible to everyone including those children with SEND. There are ramps and lifts in place where required.</li> <li>• All areas of the school are uplifting, positive and support learning.</li> <li>• Every class has Working Walls, Learning Journeys, visual timetables and number lines etc.</li> <li>• Areas of the playground are designated for different activities.</li> <li>• All children have access to whiteboards, digital cameras, Ipads and laptops.</li> <li>• All staff focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Some toilets are adapted by height.</li> <li>• A range of chair and table sizes are available.</li> <li>• There are named adults who are 'Team Teach' trained.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of specialist equipment is available for children with SEND to enable these children to be as independent as possible.</li> <li>• A disabled toilet, shower and lift are available.</li> </ul>

## 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"> <li>• Transition programme in place for new Foundation children.</li> <li>• Induction meeting for parents of new Foundation children.</li> <li>• Meetings are held between the present and the next class teacher.</li> <li>• Pupils have two 'transition' mornings with their new teacher late in the Summer term.</li> <li>• Open Morning sessions held for parents so they can meet their child's new teacher and learn alongside the pupils</li> <li>• Strong links with local secondary school are maintained, and a programme of transition for all year 6 pupils is in place.</li> <li>• New Reception children who do not come from St Mewan Nursey are offered two 'Stay and Play' sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional transition visits for small groups of children who are deemed to be more vulnerable during the transition period.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits for particularly vulnerable children. On the visits children are accompanied by a TA from St Mewan.</li> <li>• Children with an EHCP will have the SENDCo from their chosen secondary school invited to attend the Year 6 SEN review meeting.</li> <li>• Advice sought from other agencies to support individual transition</li> <li>• Passport communication book set up where required.</li> </ul>

## The SEND qualifications of and SEND training attended by our staff

<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"> <li>• SENDCo holds the National SENDCo award; completed in 2012</li> <li>• TAs Managing Behaviour Training</li> <li>• Safeguarding training – annually</li> <li>• IPAD/ICT training</li> <li>• Power Maths training for all staff Sept 2019</li> <li>• Termly update from Dyslexia Champion</li> </ul>	<ul style="list-style-type: none"> <li>• FFT (3 day) training attended by TAs and Literacy Co-ordinator</li> <li>• Team Teach Training</li> <li>• Strategies for children working with hearing impaired children</li> <li>• Autism Champion training</li> <li>• Transition to Secondary school for children on the ASD spectrum.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language TAs have attended Elkan Speech and Language training.</li> <li>• Makaton training Level 1-3</li> <li>• Foundation to Draw and Talk therapy</li> <li>• Training to deliver individual physio therapy and OT programmes.</li> <li>• Safer Handling Training</li> </ul>

## Services and Organisations that we work with:

Service/Organisation	What they do	Contact details
Autistic Spectrum Team	The Autism Spectrum Team in Cornwall play a significant role in promoting the inclusion of young people with Autism.	Katy Frampton Autism Spectrum Advisor: 01726 223356
CAMHS (Child and Adolescent Mental Health Services)	<p>The service helps children and young people with emotional, behavioural or mental health issues.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem.</li> <li>• Problems with behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession.</li> <li>• Relationship problems, including difficulties in the family, with in school, as well as difficulties associated with attachment and loss.</li> <li>• Problems with development or disability e.g. bed-wetting and difficulties with eating and sleeping.</li> </ul> <p>They offer many different kinds of support and have a wide range of people who are trained to help. These include social workers, doctors, nurses, psychologists, mental health workers and other therapists.</p>	01872 221400 <a href="mailto:childrens.services@nhs.uk">childrens.services@nhs.uk</a>
Children's Community Nursing	The school nurse service will support children with a range of physical or medical health problems.	01872 221400 <a href="mailto:childrens.services@nhs.uk">childrens.services@nhs.uk</a>
Dyslexia Advisor	<p>Cornwall Children Schools and Families support schools in including all children on the Dylsexic Spectrum by providing (as outlined in the SEND&amp;I services brochure):</p> <ul style="list-style-type: none"> <li>• Solution focussed work around the needs of individual children and young people. This may involve assessment and/or observation but mainly focuses on the resulting provision.</li> <li>• Support for SENDCO's, class teachers and TA's in meeting the needs of individual children.</li> <li>• Support for schools in ensuring the attainment gap narrows for children.</li> </ul>	Jo Davison Tel: 0300 1234 101
Educational Psychology Service	<p>Offer the following support:</p> <ul style="list-style-type: none"> <li>• Consultations with parents</li> <li>• Assessment for individual pupils</li> </ul>	Dr Siobhan Gould <a href="mailto:siobhan.gould@cornwall.gov.uk">siobhan.gould@cornwall.gov.uk</a>

	<ul style="list-style-type: none"> <li>• Advice on strategies to support children</li> <li>• Attendance at multi-agency meetings and review meetings.</li> <li>• Contributing to the statutory assessments and Single Education and Health Care Plans.</li> <li>• Training for school staff, other professionals, parents and pupils.</li> <li>• Individual, family and group therapeutic interventions</li> <li>• Coaching/supervision for teachers and other staff</li> </ul> <p>The Educational Psychologist linked to our school is Dr Siobhan Gould</p>	A free telephone advice line (01872 32288) for parents, carers and young people on Wednesday afternoon from 2pm till 5pm during term-time
Family Support	<p>Family Support – can help you with...</p> <ul style="list-style-type: none"> <li>• Bedtime routines</li> <li>• Mealtime routines</li> <li>• Advice on getting ready for school</li> <li>• Understanding your child’s behaviour and how to respond</li> <li>• Point you in the right direction for housing, benefit and debt advice</li> <li>• Information about work or training</li> </ul>	Family Information Service
Hearing Support Team	The Hearing Support Team provides a specialist service for children and young people who are affected temporarily or permanently by some degree of educationally significant hearing loss.	01726 61004
Occupational Therapist	<p>Occupational Therapy (OT) aims to support children and young people in getting the most from their lives and achieving their potential.</p> <p>The OT will assess your child’s functional and sensory needs and will work with you and your family to enable your child to become as independent as possible. This is likely to include activities designed to increase range of movement, co-ordination and sensory awareness. The OT will give advice on personal care, play, schoolwork and leisure activities. Specialist equipment to promote function and learning may be provided to help your child at school or home.</p>	01209 213927
Penhaligon Friends	A Cornish charity supporting bereaved children, young people, parents and carers throughout the County. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624
SEN Assessment and Provision Team	Carry assessment for Education, Health and Care Plans (ECHP), and review and monitor their implementation.	01872 322417
Speech and Language Therapists	Support children with communication difficulties. Our Speech and Language Therapist is Laura Newing. She works closely with Speech and Language TA and sets targets with them to work on with the children.	01872 221400

## **At St Mewan this is how we:**

- **Assess and review our children's progress towards outcomes.**

Teachers assess and record children's progress every term. An Assess, Plan, Do and Review plan is in place for some children. This information is shared at pupil progress meetings with the Senior Leadership Team. The SENDCO tracks the progress and attainment of children with SEND and this information is shared with the governors. Individual Education Plan (IEP) objectives are set with parents and reviewed termly through structured conversations with parents and carers, annual reviews or Team Around the Child (TAC) meetings.

- **Evaluate the effectiveness of our provision for children with SEND**

The effectiveness of provision is measured in a range of ways. Data is collected from the class teachers about progression in reading, writing and numeracy. Individual Intervention programmes such as FreshStart and The Nessy learning Programme have their own assessments that are carried out to track the children's progress. The SENDCO has provision maps for each class which that maps for the provision for each child. These are reviewed each term or as appropriate.

- **Handle complaints about the school**

Should anyone be unhappy with any aspect of the school then it is important that the school learns about this. In the first instance we would very much encourage parents to talk to their child's class teacher. Any continuing concerns will be passed on to the SENDCO or the Head teacher, who would meet with the parent. If there are still concerns that cannot be resolved then parents would be given a copy of the school's complaints procedure so that they can write a formal complaint to the Complaints Officer. For further information see the Complaints Policy which is available on the school website.

**Cornwall's Local Offer can be found on the Cornwall Family Information services (FIS) Website:**

**<http://cornwall.childreancesservicesdirectory.org.uk>**

## **Answers to Frequently asked Questions**

### **1. How does St Mewan School know if children/young people need extra help?**

All children at St Mewan School are closely monitored and teachers will discuss any concerns that they may have with parents at the earliest opportunity. Children's levels of academic attainment are closely tracked and monitored. This information is then used to identify any children that are in need of additional support. Teachers will initially discuss any concerns that they may have with parents. The school operates a graduated approach following the guidance within the SEN Code of Practice. If concerns are raised about a child then they will be added to the 'shadow support' group of children. This group of children are closely monitored by the class teacher. If the child remains a concern and insufficient progress is made then the child will move to 'SEN support' and will be placed on the school Record of Need (RON). Assessments to identify particular needs may then be undertaken. If the child still makes insufficient progress then the SENDCo (Special Educational Needs and Disability Co-ordinator) may make a referral to external agencies for further support such as; Speech and Language, Educational Psychologist, Occupational Therapy, etc. Reports and advice from these professionals will help to direct support in school and at home. If the child is still having difficulties at this stage and is not making expected progress it may be appropriate to apply for an 'Education, Health and Care Plan' (EHP). This plan is developed from the advice of external professionals; objectives and provision are listed to ensure that the child has the most effective medical, educational and communicative support to achieve success. Some children may transfer to us with identified needs. The child's previous school will forward any information on assessment and provision for the child so that we can ensure that we continue to support the child within our setting.

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

If a parent has concerns about their child, then they should discuss this with their child's class teacher in the first instance. The SENDCo may then become involved, meeting with parents/carers and making observations of the child in school. The school runs an open door policy so parents can speak to teachers and ask at reception to see the SENDCo at any time.

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

The School Governors are responsible for the progress and attainment of all the children although they delegate this responsibility to the Head Teacher. They receive collated and anonymised data about the progress of groups of children and hold the Head teacher to account for how good this is, in comparison to nationally similar groups of children.

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

Our curriculum is based on the National Curriculum. Detailed plans are produced for each subject which ensure that the curriculum is taught in a meaningful and purposeful way. Wherever possible we endeavour to make links between subjects enable the pupils to make links in their learning. Lessons are differentiated to cater for all abilities and learning styles within the class. Where needed, staff will follow advice from professionals and as needed may build in; motor skills programmes, heavy work, sensory diets, Picture Exchange Communication systems (PECs), Speech and Language, etc.

#### **5. How will St Mewan staff support my child?**

It is the responsibility of the class teacher to plan for all the children in their class is also responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, partners or work independently. Some children may be taught with more individualised support from a teaching assistant. Some teaching assistants are specifically trained to deliver particular intervention programmes. For example we currently have a trained Dyslexia Champion who carries out dyslexia screening tests and works with individual children across the school.

We believe it is important for children to work with a range of adults and although a key worker may be allocated to support a child with a EHCP (Education, Health and Care Plan). We encourage children to work with every adult in their year group team.

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

Parents/Carers can speak to the class teacher at any time to keep up to date with their child's progress. A report is sent home in the Summer term of each year and parent's evenings are run three times a year. Parents of children who are on the Special Educational Needs Register will be invited into school every term to discuss their child's progress and to decide on targets after discussion with the class teacher.

Regular homework is set and parents can support their child's progress by helping them complete this work. Reading at home is also very important and parents are encouraged to do this with their children at least three times a week.

Phonic workshops are held to support parents with child's learning at home. The school website also contains information for parents including information about current methods used in Mathematics.

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

It is important that children feel happy and emotionally well. We firmly believe that this then enables each child to achieve to their full potential. We use the Character Learning Programme for Personal, Social and Health Education (PSHE) lessons throughout the school. We are able to offer learning mentor/pastoral support. This support enables families and pupils to work through any difficulties that may affect a young person's performance in school. We also employ a counsellor who is able to work with individual pupils and their families when needed.

Our staff support individual medical needs and are trained, where required in the administration of medicine e.g. for Diabetes. All personal care needs are met by staff and Intimate Care Plans are agreed with parents. Children with additional medical needs may also require a Care Plan which will be agreed by parents and the school nursing service.

## **8. What specialist services and expertise are available at or accessed by St Mewan School?**

The school accesses a range of specialist services including:

The Educational Psychology Team (EP), The Autism Spectrum Team, Speech and Language Therapists (SALT), Occupational Therapist (OT), the School Nursing team, the Child and Adult Mental Health Service (CAMHS), Early Support, Teachers of the Deaf/Visually impaired, Pastoral Support Manager and the School Counsellor.

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

All staff, both teachers and support staff receive comprehensive and on-going training in meeting the needs of children with a range of learning difficulties. All staff receive mandatory safeguarding training annually. St Mewan is a Dyslexia Friendly school, with some staff having received training in this area. Staff are also trained in Autism Awareness. All staff in EYFS have attended Makaton training and some staff are trained to Level 3. Many staff have also been trained in First Aid, Safer Handling, Epilepsy, Diabetes, Speech and Language and Team Teach training. Many staff have been trained in First-Aid, Team teach, Diabetes and Speech and Language. An annual audit of training needs for all staff in the area of Special Education is carried out and this is then used to identify on-going training needs.

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

As St Mewan is a fully inclusive school all children participate in whole school, curriculum and off site activities. The extent to which each child participates and levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. All trips are risk assessed and children with special educational needs and/or disabilities will have personalised risk assessments as required.

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

Our site is fully DDA (Disability Discrimination Act) compliant. We have a lift inside the building and ramps to ensure the entire building is fully accessible. We also have a 'fold away' suit case ramp for wheelchair access when required. A disabled toilet and shower is available.

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

As children move through the school, time is set aside for teachers to share information about their classes. This ensures all children's needs and any additional provision that may be required is shared as the child move on. As children enter Year 6 a programme for Transition is put into place. Many local Secondary schools offer 'taster days' as well as additional transition opportunities for more vulnerable children. The SENDCo from St Mewan will meet the SENDCos from the local Secondary schools to discuss the needs of individual children.

For children with ECHPs the SENDCo will raise the subject of secondary transition at the Year 5 Review meeting so that parents can think about the most appropriate provision for their child and start looking for a secondary school. Once the child is in Year 6, meetings are arranged with the transferring secondary school and individual transition plans are developed where needed. Some children may need regular visits to their new school. They may need to take pictures and ask questions before they feel comfortable with the move. We aim to support children individually to ensure that their transition is successful.

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

The school secretary can be contacted for further information ([secretary@st-mewan.cornwall.sch.uk](mailto:secretary@st-mewan.cornwall.sch.uk)) and a prospectus is available on the school website. You may also wish to speak to the Head teacher or SENDCo for more information on our provision.

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

Parents who believe their child's needs are not being met within school are asked to meet with the Head teacher to talk through their concerns in the first instance. Where concerns persist parents are asked to write to the Chair of Governors.

### **15. How is our Local Offer reviewed?**

Our Local Offer will be reviewed on annual basis.