



SEND School offer

At St. Merryn school we strive to support all children to enable them to reach their full potential. We believe that all teachers are teachers of children with special needs and, as such, we believe that quality first teaching is vital. However, we also realise that for some children, further additional support may be needed to enable them to achieve their targets.

At St. Merryn School the Special Needs Coordinator is:

[Mrs Alison Brook](#)

Roles and responsibilities

As SENCO, Mrs Brook is responsible for the coordination of special needs within the school. This includes the special needs policy and monitoring pupil progress and supporting planning for intervention when required. We regularly make contact with outside agencies that are able to offer more specialised advice.

The Code of Practice September 2014

The children and Families Bill (2013) highlights the Government's commitments to improve education for children with Special Needs including those who are disabled.

The new SEN system covers all children and young adults from Birth – 25. It gives children, young people and their carers greater control in decisions made about their how their needs are met. A new Health and Care Plan replaces the old 'Statement' system extending the rights and protections to further education and beyond and offers families personal budgets so they have more control over the support they need.




It sets out to improve cooperation between services that support children and their families, requiring health workers and schools to work closer together.

It requires schools to publish a 'local offer' of the support they provide.




What is a Local Offer?

These are the services available at the school to support disabled children and children with lower level special needs and their families and also the options available to support families who need additional support to care for their child.

1. Listening to and responding to children and young people




Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> • Children make decisions about whole school matters and regularly participate in school and community events • We value and celebrate success in every child • Each class has a representative on the school council • Children are regularly given the chance to discuss their education through pupil conferencing 	<ul style="list-style-type: none"> • Children understand the next steps in their learning through discussion and marking feedback with their teachers 	<ul style="list-style-type: none"> • Individual opportunities are planned around children's interests and SEND needs • Pupils views are an integral part of TAC meetings, SEN and annual reviews • Additional and different Individual targets are set to enable the children to achieve their next steps

2. Partnership with parents and carers

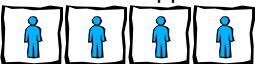


Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> • There is a close and mutually supportive partnership between the school, home and other agencies, sharing information and working together • Monthly newsletters keep parents informed of events • The website displays what the children will be learning in class each term • All children have appropriate spelling, reading and maths homework • Parents are invited to termly parents evenings and have a full written report every summer. 	<ul style="list-style-type: none"> • The Nursery manager visits families in the term before they start. • Information sessions are run for all parents joining EYFS in reading and maths • The website provides ideas to support children's learning • If children are identified as having additional different needs (including G & T) parents are consulted and advised regarding their needs and progress 	<ul style="list-style-type: none"> • Home school liaison (daily) • Termly meetings with SENCO • Parents are supported in attending TAC meetings and all reviews • Parents views are integral to all referrals, TAC meetings and reviews • All documents are presented in an appropriate format to parents and interpreters are employed to support EAL families

<ul style="list-style-type: none"> • Parents are invited to respond to parental view questionnaires • Children in classes 1-4 have a reading record, which is taken home daily. • We have an open door policy for all parents. 		
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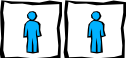

3. The curriculum

Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> • We have a broad and balanced curriculum, which aims to nurture all children to be motivated and creative thinkers; confident young people, who show determination and integrity and have a lifelong love of learning. • The curriculum is fully inclusive regardless of ability • The academy makes full use of the local environment 	<ul style="list-style-type: none"> • Observations of children in the classrooms determine who might need further support • Intervention timetables/packages are planned as a result of teacher discussions at pupil progress meetings • Interventions are needs led and assessed on a regular basis • Interventions currently include: <ul style="list-style-type: none"> -reading/phonics catch up -handwriting -spelling -speech and language -numeracy - social/emotional skills (e.g. draw and talk) • Independent learning is supported, where possible, through the use of a range of technology such as ipads. • All interventions are adapted in light of pupil progress 	<ul style="list-style-type: none"> • Children with additional needs might have the support of a TA to enable them to access the curriculum fully.




4. Teaching and learning

Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> • Differentiated teaching within every classroom through quality first teaching, encouraging individual learning styles, self - assessment and thinking skills. • Learning is exciting and creative and involves the use of the many exciting outdoor spaces we have available • Children are rewarded in a variety of ways including house points, prizes and star pupil awards. • Lessons are well planned, feedback is given and children are encouraged to set themselves challenging targets with support from the teacher. • Read write inc programme for EYFS and KS1 ensures differentiated, small group teaching • All children have daily literacy and maths teaching • Regular progress meetings are held with the Headteacher • All junior children have a TT Rockstars maths account 	<ul style="list-style-type: none"> • A comprehensive provision map includes all children who require extra help • Teachers and TAs share information to ensure that all children with SEND have targeted support and provision • Class teachers and TAs work with small groups of children to facilitate understanding of challenging concepts and foster independence • Children have access to specialist APPs on their class ipads that support certain concepts 	<ul style="list-style-type: none"> • Personalised and highly differentiated work • One-to-one support for children with an EHC plan • External agencies are consulted for advice on teaching and learning for pupils requiring specialised provision




5. Self help skills and independence

Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> We aim to nurture each child's curiosity and become life long learners To work with independence and determination To enable all children to build up a range of tools for working in a variety of situations To plan and manage their time and resources effectively Each class has a dedicated TA 	<ul style="list-style-type: none"> Visual timetables Personalised equipment e.g. coloured overlays, extensive equipment for children with sensory needs, wobble cushions, coloured writing and maths books 	<ul style="list-style-type: none"> One-to-one teaching assistants for children with EHC plans Now and Next boards Where necessary, intimate care plans are devised with the parents/carers and school nurse.




6. Health, wellbeing and emotional support

Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> Everyone is valued and celebrated for their individuality and uniqueness Risk assessments and safety policies are in place to ensure all children are safe We provide a strong health and social education We foster high self esteem and self confidence We provide a safe secure and family oriented ethos We implement rigorous and effective safeguarding procedures Whole school reward systems 	<ul style="list-style-type: none"> Small intervention groups for emotional support 	<ul style="list-style-type: none"> IBPs and risk assessments to support children as needed TACs, early support meetings Support might be requested from the following services: <ul style="list-style-type: none"> -Behavioural service -CAMHs -Social care -Penhaligan's Friends -School Nursing Team -EP Students with specific needs might have an EHC plan




7. Social interaction opportunities

Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> • All staff focus on positive behaviour and promote a positive learning environment, which has 'The learning powered approach' at its heart • Children are encouraged to value and respect each other and their environment • Pupil leadership opportunities available to all children from Years 3-6 • A good range of after school clubs are available • Children are encouraged to make decisions about their school and how it is run 	<ul style="list-style-type: none"> • Specific groups might be run by invitation to give children the chance to interact socially e.g. Our Girls Can' initiative 	<ul style="list-style-type: none"> • Social stories • Book of blobs • Draw and talk

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

Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> • All teaching areas of our school are accessible to all • Mrs Brook is our Safeguarding Officer • Teachers focus on rewarding good behaviour to promote a positive learning environment 	<ul style="list-style-type: none"> • We have a disabled toilet off the main hall • Staff are trained to deal with any medical needs 	<ul style="list-style-type: none"> • The SENCO, some class teachers and specific TAs are trained to offer support to any children with medical needs, including OT and physiotherapist programmes and injections.

9. Transition from year to year and setting to setting

Whole school Approaches 	Additional targeted support and provision 	Specialist individual support and provision 
<ul style="list-style-type: none"> • There is a transition week for children who are moving on to secondary education • Children moving between classes in school have a comprehensive transition programme in the summer term • Our EYFS team work closely to ensure the transition from the nursery to the FS is smooth. Foundation staff make regular visits to the Nursery. • Parents are invited in to meet their new class teachers. • The Nursery manager makes home visits to all new pupils due to start in the next term. • Teachers keeps detailed records which are passed on to new teachers 	<ul style="list-style-type: none"> • All children in EYFS will have a key worker • Students identified as struggling with transition will have a carefully coordinated plan • Support is offered to any parents who are concerned about their child's transition 	<ul style="list-style-type: none"> • The SENCO attends all annual reviews of EHC plans • SENCO meets with the SENCO from feeder secondary schools and passes on all materials. • SENCO meets with pastoral support worker from secondary school • A passport is passed on for every child on SEN support register upon transition to a new school

FAQ's

1. How does St Merryn School know if a child needs extra help?

Indications, often from one of the following:

- Concern from a parent
- They will be placed on the 'On Alert' register by the class teacher
- Poor or limited progress
- A change in a pupils behaviour that is affecting progress

2. How do I know how St Merryn School will support my child?

- Every class teacher has the responsibility to ensure high quality first teaching, which will be planned by the teacher to ensure all work is differentiated so that each child's individual needs are met.
- Teachers will inform the SENCO of concerns as soon as possible and will usually place them on the 'On alert list' at this point

- Pupil Progress meetings between the SENCO, the Head teacher and the class teachers are held termly. All concerns will be reviewed at these meetings.
- Each child is reviewed termly against performance data. Progress is discussed with your child's teachers and support staff. All children who are at risk of falling behind their targets are placed on a class 'On alert' register, where they are closely monitored until the issues are resolved.
- On alert children might be given extra support during the day by the teacher or teaching assistants
- Children with more specific needs might be paced in small intervention groups for their needs. These intervention sessions will be run by a teacher or skilled teaching assistant. The intervention will be short and specific and reviewed regularly for its effectiveness and to inform future planning. Intervention will continue until the child has reached their expected targets.
- If however, targets are not reached, occasionally the SENCO might move the child up to SEN Support and seek advice from outside agencies. Once a child is placed on SEN Support, the parents/carers will be invited in to termly meetings with Mrs Brook and the Class Teacher (wherever possible) and referrals might be made.

3. How will the curriculum meet my child's needs?

- All work is differentiated to ensure it specifically meets the needs of the child.
- Dedicated Teaching Assistants (TA's) are assigned to every class.
- 1:1 and small support groups are run for specific intervention needs
- Children with more complicated needs, that may require outside support, will be placed on SEN Support register and class teachers /SENCO will meet regularly with parents (minimum termly)
- Specialist equipment, if required, will be purchased to support the child with their work

4. How will I know how well my child is doing?

- The school has an open door policy and all parents with concerns can expect to meet with their child's class teacher as soon as is mutually convenient.
- Termly parent/teacher meetings will be held to discuss your child's progress
- Occasionally the SENCO might decide to make a referral to an outside agency e.g. an educational psychologist. This will eventually lead to a series of assessments taking place. Parents will be kept informed at all stages of this process.

5. How will you help me to support my child's learning?

- At St.Merryn we set weekly homework and parents often support their children with this. In addition your child's teacher might be able to suggest extra activities that will support your child's learning.

- Mrs Brook will suggest ideas at the termly SEN support meeting for your child.
- If outside agencies are involved in your child's education they will usually suggest intervention activities for the parents to do at home.

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

There is a wide variety of pastoral support available for all children who are suffering from both short and long term emotional difficulties:

- Your child's class teacher and dedicated teaching assistants are available at all times. In addition, Mrs Brook is available for pupils who wish to speak to them.
- The children run a buddy system to support pupils who are feeling sad or worried.
- A box is set up outside the school office for children to report incidents that have upset them.

7. What about pupil with medical needs?

- At St Merryn we recognise that not all children are the same and that some children may have medical requirements within school hours. This can result in more intimate care or emergency treatment. These needs will be met by the appropriate staff.
- All staff members are first aid trained. Staff in charge of the EYFS children are all paediatric first aid trained.
- Where there is a medical need, the medicine will be stored in the classroom and the class teacher will administer the dose each day or as required. Parents must sign a form in order for staff to administer prescribed drugs. School will not administer 'over the counter drugs' such as paracetamol, unless on a residential trip.
- All emergency equipment e.g. Emergency injections are stored in a secure container and checked regularly to ensure the medicine is in date. Each child with a medical need is known to staff, who are appropriately trained, either 'in house', by the school nurse or in hospital. There is a plan in place for all such children, should there be an emergency.
- Children with medical needs are highlighted on the provision map and in the staff area.

8. What specialist services are available at/ or accessed by the school?

- Action for Children (Young carers)
- Early Help Hub
- CAMHS Child and adolescent mental health service
- Educational psychologist
- Educational Welfare
- Hearing support
- MARU multi agency referral unit
- Penhaligan's friends Bereavement support
- School nurse team
- Speech and language therapy

9. What training have the school staff had in relation to SEND?

- National Award for Special Educational Needs Coordination (Mrs Brook)
- Speech and language (Speech and language difficulties)

- Sensory perception disorder
- Draw and talk (social/emotional)
- Phonics intervention
- Precision teach (maths and literacy)

10. How will my child be included in activities that are outside school, including school trips?

- The school is fully inclusive and trips are available to all
- Where necessary a risk assessment would be carried out to enable a child to be able to participate
- If it was deemed necessary and 1:1 teaching assistant support was not considered enough, then a parent may be asked to accompany a child on the trip.

11. How accessible is the school environment?

- Disabled toilet with wide door
- Ramps to all buildings
- Disabled parking space

We are always happy to discuss access arrangements

12. How will the school prepare and support my child when joining St Merryn School or transferring to a new school?

- Discussions between both schools when joining and leaving
- Set up pupil passports for those children on the SEN support register to use on transfer
- Arrange additional visits to new school if required to aid smooth transition
- Pastoral support meetings between school and secondary transfer schools
- Transfer TAC meetings are arranged where there are several agencies involved in a child's care

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

- The school has a SEN budget which is used to purchase resources as required
- Additional support (intervention) is planned as required

14. How is the decision made about how much support my child will receive?

- These decisions will be made after consultation between the class teacher, the SENCO and the head teacher, usually as a result of the termly pupil progress meetings.
- As a result of assessments and recommendations made by outside agencies

15. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to take a full and active role in their child's education.

- Through discussion with the class teacher
- At termly parent teacher meetings and separate meetings for parents and children on SEN support.
- During TAC meetings and/or transfer meetings

16. Who can I contact for further information?

If you wish to discuss any concerns about your child's education please see either your child's class teacher or Mrs Brook for further advice.

Please do not hesitate to contact us if you have any further questions

Reviewed September 2019

Glossary of Acronyms and terms

ADHD Attention Deficit & Hyperactivity Disorder
ADD Attention Deficit Disorder
ASD Autistic Spectrum Disorder
BESD Behavioural Emotional & Social Difficulties
CAF Common Assessment Framework
CAMHS Child & adolescent mental Health
CIC Child in Care
COP Code of Practice
CP Child protection
DCD Developmental Coordination Disorder
EAL English as an Additional Language
EP Educational Psychologist
FSM Free School Meals
HI Hearing Impairment
IEP Individual Education Plan
LAC Looked After Child
LEA local Education Authority
MLD Mild Learning Difficulty
OH Occupational Health
OT Occupational Therapy
TAC Team around the Child
SaLT Speech and Language Therapy
SEN Special Educational Needs
SEND Special Needs & Disability
SENCo Special Educational Needs Coordinator
SpLD Specific Learning Difficulty
VI Visual Impairment