St Mawes Primary School Local Offer and Special Educational Needs and Disability Information (SEND) 2019/2020 (Review July 2020)

Aspire Academy Trust is following to DfE guidance (June 18th) and subsequent Local Authority guidance in all matters related to SEND.
Each child with an EHCP is being robustly supported through a risk assessment. Each case is evaluated on an individual basis in collaboration with families and other agencies. Due to COVID - 19 some elements of plans cannot be safely delivered despite all reasonable endeavours. In the same way, some elements of the SEND Information report /policy cannot be delivered in full. The DfE recognises that we need to consider 'what can reasonably be provided during this temporary period'. This will be reviewed in September 2020.

- The responsible person for Special Educational Needs and Disability (SEND) is Angela Praed
- The Hub-Councillor responsible for SEND is Judith Baylis
- St Mawes Primary School adopts an inclusive and whole school approach to SEND which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to the policy. The school operates an Equal Opportunities policy for children with SEND who are afforded the same rights as other children
- The school actively seeks the involvement of parents and pupils. The pupil and parental voice is highly respected and liaison with the families is regular and productive. St Mawes Primary is a small, community orientated establishment which values the individuals in its care and seeks to offer a supportive environment for all pupils
- As we are a small school, we offer a bespoke delivery, catering for needs as they arise, in discussion with families. The school offers a welcoming environment with excellent standards in behaviour. Pupils feel supported, nurtured and safe. When we need support beyond our expertise, we liaise with our Aspire SEND team or specialist county services to inform our practice.

Link to Special Educational Needs Policy
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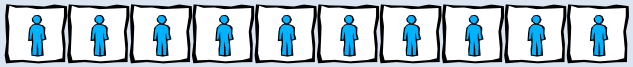
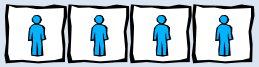
Link to Equality and Diversity Policy
http://www.stmawes.org.uk/storage/secure_download/VU04aXhIK0x2YkdYcXVKYnBMd3oxUT09

Link to Access Plan

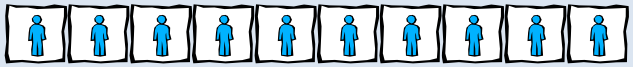
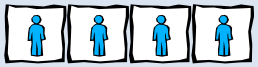
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The levels of support and provision offered by our school

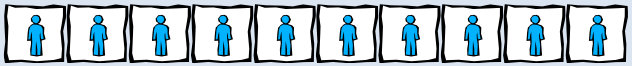
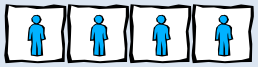
1. Listening to and responding to children and young people. Health, wellbeing and emotional support.

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
At St Mawes School all pupils are valued as individuals as part of our learning family. All pupils have the right to a safe, secure environment in which their opinions are respected and nurtured. We have a positive discipline policy and behaviour and safety was graded as 'outstanding' in our last OFSTED inspection. Pupils can join the School Council, which meets regularly to inform aspects of school life. The school has achieved Healthy schools status.	Pupils who need additional help are identified by parents, teachers or support staff. Additional support for friendship development or health issues is provided for when identified as a need. Termly reviews with pupils, families, class teacher and SEND Co-ordinator help make sure needs are monitored well.	One to one support as and when needed, or requested, is provided in a gentle and bespoke manner. St Mawes is a small intimate school used to meeting the individual needs of its families. The Parent Support Advisor works alongside families building strong and caring support. The school has worked closely with charities such as the Penhaligon Trust and Little Harbour to enhance the wellbeing for pupils and families.

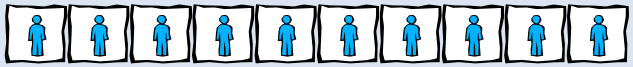
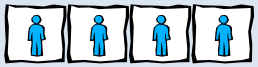
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
St Mawes is a small intimate environment and there is much opportunity to approach staff for informal discussion and the arrangement of a meeting with the class teacher at the parent's request. We hold two parents' evenings and one open evening each year. There is a formal written report sent to parents in the summer term. We offer workshops for parents on topics such as Reading, Mathematics and Phonics.	Teachers and SEND Co-ordinator meet regularly to identify a child's needs and liaise with parents. A very personal response is offered. Testing maybe employed or advice of outside services in partnership with parental wishes. If a pupil is on the school SEND register an extended termly meeting is available for parents with the class teacher and SEND Co-ordinator	St Mawes School seeks to build strong bespoke provision for families and specialist services. Members of staff are experienced in working in partnership with parents and carers. Annual review meetings are also available for pupils with an Education and Health Care Plan (EHCP)

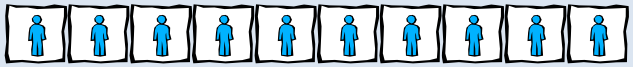
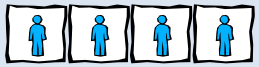
3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
St Mawes School offers a cross curricular, vibrant curriculum. Cross age delivery in both key stages promotes a supportive family atmosphere and highly differentiated delivery. Each class has well trained and experienced teaching assistants, who support the delivery of a highly differentiated, broad and balanced curriculum. There is a large and diverse range of extra-curricular activities such as sailing, dance, chess, computing, netball, football, tag rugby, multi-skills, computing, craft and card making.	The curriculum is adjusted to meet the needs of targeted pupils when deemed necessary. This is the responsibility of the class teacher supported by the SEND Co-ordinator. Targeted intervention is delivered in very small group, in pairs or individually with well-trained supportive staff. IT is utilised to help pupils access the curriculum when necessary.	As and when needs arise the curriculum can be adapted to pupils' needs in discussion with all parties. St Mawes is a small school and committed to offering a bespoke experience. Pupils may decide to lead a subject or interest especially attractive to them. This can often promote enthusiasm and aid motivation.

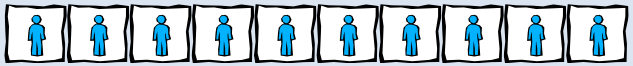
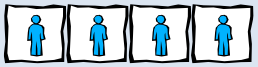
4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
St Mawes School uses quality first teaching strategies throughout the school to ensure all pupils make good progress. Different learning styles are taken into account so activities can match the pupil's strengths. Classroom activities are highly differentiated and often incorporate reciprocal learning and cross age provision. We have a highly successful buddy system across the school in which older pupils support younger pupils with their learning. Pupils can also be grouped in ability grouping for specific learning objectives. Staff can offer pupils detailed and constructive feedback to enhance learning and offer pupils a personalised approach to their learning.	Well trained and experienced teaching assistants work with pupils under guidance from the teaching staff to deliver targeted intervention programmes. These are selected to meet needs and have specific goals.	Pupils may need one to one support to initiate or access tasks within the classroom. Support is provided in line with an Educational Heath Care Plan. In exceptional circumstances work may be delivered one to one outside of the classroom. However, the aim is to encourage independence and provide strategies to cope in the mainstream setting.

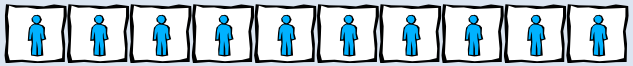
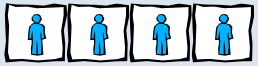
5. Social Interaction opportunities, self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
St Mawes School encourages a family environment that values all in the community. Pupils interact daily as two classes and as a whole school, meeting together for daily assembly. The playgrounds have ample space and playtimes are enjoyed by all pupils. There is a strong buddy system to help pupils integrate. Weekly circle time gives pupils the opportunity to discuss concerns in detail and the pupil voice is high on our agenda. As we are a small school and we actively seek opportunities to link with other schools and encourage pupils to mix with others in clubs, Roseland activities and community events. We are part of the Aspire Multi-Academy Trust who provide a wide range of activities.	Year 2 and 3 begin residential experiences by attending a sleepover in school to build self-confidence. Longer residential trips are arranged for Years 4, 5 and 6 to build independence and further experience of the world.. There is an extensive extra-curricular programme and currently all children attend at least one club. We are very fortunate that sailing lessons are part of our curriculum and we access high quality outdoor learning. When required the school offers a socially speaking programme to pupils who need extra support understanding social conventions.	Pupils who need individual support can receive this as part of the Education and Health Care Plan. Counselling can also be arranged for pupils who need support at challenging times in their lives. Personalised programmes and resources can be made available for self-help skills development. The school liaises with the Health providers and advisory services to inform programmes.

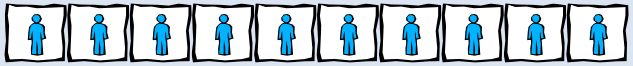
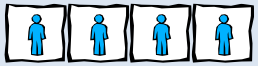
6. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
St Mawes School is a Victorian building that has been adapted to provide a safe and accessible environment. There is wheelchair access but movement between classes involves moving outdoors. Physical education is taught in key stages and differentiated to meet needs. There are two large playground areas, a grassed area with climbing equipment, wildlife area, gardening areas and a school playing field, not far from the main school. Access to the Secretary's office and Head Teacher's office is via a flight of stairs but parents can call the secretary via a bell system who will come down to greet. The school has a well-equipped hall with climbing frame and gymnastic equipment. Modern toilets are accessed in the main corridor and there is a disabled toilet. Health and safety is a high priority and a Single Central Record is in place and maintained regularly.	Handrails and toileting facilities have been adapted for pupils. Pupils may access small group tuition in line with needs, for example - fun fit or keyboard training. When intervention or other tuition occurs, a positive quiet learning environment will be provided. The school has several break-out spaces such as the Library and the Resource room where learning can take place.	Adaptation can be made on the recommendation of the specialist services and the feasibility of adapting a traditional building. Pupil's individual needs will be assessed, with specialist support, to define the strategies required for accessing the building and curriculum.

7. Transition from year to year and setting to setting

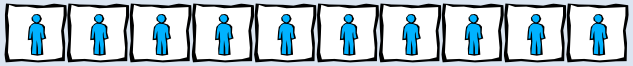
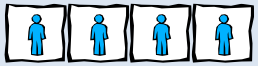
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Transition into school begins with visits to the pre-school settings. Pupils then attend learning together sessions prior to beginning school. The local pre-school can access support from the SEND Co-ordinator. Transition between the key stages is managed by teachers in line with parental wishes. Continuity and close liaison with parents is a strength of our small school environment. Transition to the Secondary environment is managed in partnership with the Roseland Academy. An extensive programme involves several day visits, meetings with staff and parental meetings.	Additional and personalised visits can be made for both parents and pupils on request. Additional visits and discussions with Secondary school.	Pupils who require a phased return or entry to school can be arranged with SEND Co-ordinator. Transition to a specialised setting, such as Pencalenick or Doubletrees would be supported by the SEND Co-ordinator in conjunction with pupil and parental wishes.

8. 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 
• Risk assessments and safety policies are in place and are regularly updated to ensure all children are safe within the school and on visits. • We have been working with the Aspire Trust to become a trauma informed school which is a priority for the MAT. The SENDCo has attended training and fed back to the teaching staff. • Our school is a 'Healthy Schools' school which is evidence of all of the work we do to promote a healthy lifestyle • Clubs for children offered, some by volunteers or other organisations, including this year: Sailing, Gardening, Active Club, Dance, Capoeira, Multi Sports, Bikeability, Arts and Craft, Scrabble, Lego and computing. • Pupils have access to a school nurse on a referral basis. • School Council • Information in newsletters and/or on	• Time to Talk • Socially Speaking • Any child can talk to a teacher or teaching assistant in school about any worries. Some children may also benefit from having an identified adult/s in school to support their wellbeing. • Our outdoor area provides an environment for relieving stress and gives children the opportunity of learning in a different environment.	• Team Around the Child (TAC) meetings, Early Support meetings and reviews are supported by a range of agencies. • Assessments carried out for individual pupils by school and family to determine emotional and wellbeing needs. Information shared with support agencies including those listed below. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: • Early Help Hub • Child and Adolescent Mental Health service • Educational Psychologist • Penhaligon's Friends • School Nursing team • Dreadnought • Speech and Language Therapy • For more information and contact

school website for parents to help them understand needs of children at our school. • The social moral spiritual cultural (SMSC) aspects of learning are an integral part of our school life and a focus for our class assemblies. • Whole school approach using the Thrive approach: a specific way of working with all children that helps develop their social and emotional well-being. Children throughout the school are involved in age-appropriate activities during Mental Health Week (including a whole school assembly) aimed at supporting their emotional wellbeing.		details for these agencies, please see below • Pupils with specific medical conditions have an individual Healthcare Plan. • Individual targeted support using the Thrive.

9.The SEND qualifications of, and SEND training been attended by our staff

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Accredited SENDco qualification • School Improvement conference • Growth mindset INSET • Trauma Informed School Training • Maths intervention • Effective questioning and feedback INSET • Phonics training for volunteers	• Autism awareness training • Dyslexia awareness • TA intervention training • NELI training • Early Years Inclusion Team Support Meetings • Born to move training	• Autism awareness training • TA intervention training • SEND reform updates • Termly SENDCo Network meetings • Dyslexia Conference • Supporting pupils with visual impairment

10.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
ASPIRE Send Team	Provide training and support for the staff in the Multi-Academy Trust. Access to Aspire Inclusion team and Educational Psychology.	Aspire Multi-Academy Trust
SALT	Speech and language service	St.Austell Hospital 39, Penwinnick Road
Wayne John	ICT and SEND advisor	County Hall, Truro
Educational Psychology Service	Support and advice for pupils, teachers and families	Sedgemoor Centre, Priory Road St Austell, Cornwall
Occupational Therapy Department	Support and advice for families and staff	Occupational Therapy Department Treliske, Truro
Physiotherapy Therapy Department	Advice for staff and families.	Physiotherapy Department, Treliske, Truro, Cornwall. TR13LQ
Parent Support Advisor	Support for families and pupils	St.Mawes C. P School, Grove Hill.

11. Pupil progress

Pupils' progress in lessons is assessed on a daily basis by your child's class teacher and in discussion where appropriate with other staff. Pupils also self-assess their progress towards learning outcomes in lessons. To support the progress of pupils with SEND, termly personal Individual Education Plan (IEP) targets are set by the class teacher in discussion with the pupil and with SENDCO. As your child achieves these targets they are modified or new ones are set. At the end of term pupils with SEND give their views on their progress towards these individual targets.

12. How we know how good our SEND provision is at St Mawes Primary School?

We evaluate the quality of our SEN provision throughout the year. We use Key Performance Indicators (KPIs) to assess progress and for a very few children in KS2 where it is more appropriate, we use iAscend. We monitor our provision through a half termly data analysis for reading, writing, maths, science and the foundation subjects music, art, DT, history, geography and PE. The quality of our SEND provision is also reviewed through our termly Aspire monitoring visits, through lesson and intervention group observations, learning walks, book scrutinies and conversations with pupils. We use this information to help us to plan support for each of our pupils with SEND and to adjust our provision as needed. An evaluation of our SEN provision is also part of Ofsted inspections.

We also listen to and respond to parent feedback through a variety of parent meetings. For pupils with an EHC plan, we also seek parent feedback and comments during EHC plan review meetings.

13. If you wish to complain

If you feel that you have concerns about your child's SEND provision, in the first instance please speak to the class teacher and then if necessary to our SENDCo (Ms A Praed). Where appropriate, concerns may then be escalated to the Executive Head (Mrs K Middlemore) and the Hub Councillor (Mrs Baylis) St.Mawes School is part of the Aspire Multi-Academy Trust please see the website for their contact details.

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

Key Questions and Answers about our provision.

How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

Often pupils need extra help during their school career but his does not automatically mean they would be described as having Special Educational Needs and Disability (SEND). At St Mawes School progress is monitored termly and needs identified as part of the ongoing assessment and tracking. Pupils needing a small short term intervention would receive help and the outcome assessed as part of the intervention programme. Pupils identified with greater and more long term needs would be placed on the register for SEND and a programme of support planned to reduce the barriers to learning. This is done in partnership with the families and the pupils.
If as a parent you are concerned your child has special educational needs your first port of call would be the class teacher to discuss any issues. Then a meeting could be held with the SEND Co-ordinator to decide actions to be taken and if other specialists are required to support your child. Support can be given to develop an application for an Education and Health Care plan.

Who is responsible for the progress and success of my child in school?

Parents, teachers, SEND Co-ordinator, Headteacher, Hub Councillors and the Aspire Multi-Academy Trust. We believe it is a joint venture with your child at the heart of the journey. If you have concerns your first contact should be with the class teacher. The teacher will have assessment data concerning your child and be able to feedback on the daily experience of your child. If you wish to discuss things further the Headteacher or SEND Co-ordinator would be available.

What support will there be for my child's overall wellbeing and how do I know that my child is safe in school?

St Mawes School is a small, friendly environment with family values at its heart. Pupils are encouraged to support each other from the beginning and there is much peer led learning. Our last Ofsted report stated 'The school is a harmonious and caring environment. All pupils are very insistent that they feel safe at school and that there is no bullying of any kind. The school has ensured that pupils are well aware of safe and appropriate use of the internet and how to avoid cyber-bullying'.

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

St Mawes School puts quality first teaching at it's heart. Pupils are taught in mixed aged settings so differentiation is embedded in the teaching and learning experience. Meeting individual needs is a priority for all children. The whole school has undergone training in supporting Dyslexic pupils. There is a qualified SEND Co-ordinator who also teaches the Key Stage two class.

How accessible is the school environment?

St Mawes School is a Victorian building that has been adapted to provide a safe and accessible environment. There is wheelchair access but movement between classes involves moving outdoors. To move from class one to the hall also means travelling through the playground which is not covered.

There are two large playground areas that are sloped. There is a grassed area with climbing equipment, wildlife area, gardening areas and a school playing field approximately four hundred meters from the main school. Toilets are modern and there is a disabled toilet in the main corridor.

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

At St Mawes School we develop close relationships with our pupils and families and seek to offer bespoke plans to meet pupils needs. We have close ties with our feeder establishments and also the Roseland Academy. Transition into school begins with visits to pre-school settings. Pupils then attend learning together sessions prior to beginning school. Transition between the key stages is managed by teachers and close liaison is a strength of the small school environment. Transition to the Secondary environment is managed in partnership with the Roseland Academy and has been judged highly successful by past students. Additional and personalised visits can be made for both parents and pupils on request. Transition to a specialised setting such as Pencalenick or Doubletrees would be supported by the SEND Co-ordinator in conjunction with pupil and parental wishes.

How are the school's resources allocated and matched to children's special educational needs? How is the decision made about what type and how much support my child will receive?

There is an annual allocation for SEND pupils drawn from the main budget. This is used to support small group intervention and one to one support with teaching assistants or teaching staff and many other things depending on the need. The SEND Co-ordinator and Headteacher plan the allocation of the resources in liaison with parents and class teachers. The support offered will relate to the needs of the pupil and the barriers to learning to be overcome.

Who can I contact for further information?

The SEND Co-ordinator, Angela Praed.

What should I do if I feel that the School is not meeting my child's needs?

Discuss the issues with the SEND Co-ordinator who will seek to resolve any problems. If you continue to feel provision is not meeting needs you may go to the Headteacher and SEND Hub Councillor who can take action on your behalf. If you are not happy with the outcome after this you should approach the Aspire Academy.

What developments have been made in 2018-2019?

1. **Key stage one staff have participate in the NELI research and gained new resources and insight for the school. This will be continued in 2019-2020**

2. **The new Aspire templates have been used for IEPs giving more emphasis on pupil voice.**

3. **Learning from the Trauma informed Schools training for all staff embedded and shared language and approach across the whole school to support social, emotional health.**

4. **Staff have attended training on autism and used a variety of new techniques to meet the needs of pupils.**

5. **Staff have liaised with Aspire utilising the Educational Psychologist and Inclusion support team to ensure continuity.**