



## SEN Information Report

Published: January 2022

At St Meriadoc CofE Junior Academy, we aim to offer an irresistible invitation to learning. Learning is more than taking in facts – it is opportunity, experiences, challenge and much more. At SMJ we plan a range of opportunities throughout the year to bring our pupils’ learning to life and add that irresistibility to ignite a flame of interest in our pupils. Everyone’s skills, interests and talents are celebrated and encouraged. We want all of our pupils to know their own worth; have an understanding of the value they will bring to the world and a strong belief in their own abilities.

Our school ethos is warm, welcoming and inclusive; a place where we will insist on good manners, high standards of behaviour and respect for ourselves and others; so that all pupils, staff and visitors can be respected and valued.

At St Meriadoc CofE Junior Academy, we want the very best for each of our pupils. We want their time at SMJ to be enjoyable, purposeful, informative and interesting. For this to happen we have high expectations of all pupils and encourage positive partnerships with parents and carers. Our staff put great effort into ensuring our school provides a safe, happy and stimulating environment. Teaching is carefully planned for our pupils and individualised appropriately to ensure all pupils can experience success and challenge. Feedback is provided regularly in order to praise and provide opportunities for improvement and further

Link to our school’s Equal Opportunities:  
<https://www.st-meriadoc-jnr.cornwall.sch.uk/attachments/download.asp?file=574&type=pdf>

learning.

Link to our school’s Accessibility Plan:  
<https://www.st-meriadoc-jnr.cornwall.sch.uk/attachments/download.asp?file=46&type=pdf>

**Name of the Special Educational Needs/Disabilities Coordinator:** Tanya Nisbet tnisbet@rainbowacademy.org.uk

**People who support children with Special Educational Needs / Difficulties with learning**  
**Who should you talk to for further information and advice?**

| <b>Staff</b>   | <b>What they are responsible for:</b>   |
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| <p>Mrs Tanya Nisbet<br/>Special Educational Needs Coordinator (SENDCo)</p> | <ul style="list-style-type: none"><li>• Co-ordinating (in consultation with the Senior Leadership Team) all the support for children with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li><li>• Making sure that parents and carers are involved in supporting their child's learning at all stages. This includes planning for and reviewing the support provided during the year.</li><li>• Making referrals and liaising with people who work in external agencies who come into school to help support the children further, e.g. Speech and Language Therapy.</li><li>• Monitoring and evaluating the provision we have made to make sure it is having a positive impact. Providing advice to</li></ul> |

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|   | <p>school staff if changes need to be made to improve it further, or contacting external agencies for further advice.</p> <ul style="list-style-type: none"> <li>• Updating the SEND register (Record of Support) which ensures everyone working in school is aware of the needs of the children, and managing the records of children with special educational needs.</li> <li>• Supporting and advising colleagues so they can help the children achieve their best in all areas at all times.</li> </ul>   |
| <p>Mrs Sarah Broomhead<br/>Family Liaison Officer (FLO)</p> | <ul style="list-style-type: none"> <li>• Is the initial 'port-of-call' for parents first thing in the morning and after school and liaises fully with class teachers and the Leadership Team.</li> <li>• Audits and monitors attendance for all groups, including children with Special Educational Needs and Disabilities.</li> <li>• Offers support to families as requested by individuals or where there are concerns for a student's wellbeing.</li> <li>• Advises on support and external agencies for families as appropriate.</li> <li>• Coordinates assistance for families to help develop knowledge, skills and positive attitudes.</li> <li>• Assists in establishing supportive relationships within families and encourages acceptance and inclusion of all aspects of learning.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Accompanies families on appointments, parenting groups, learning visits etc where needed.</li> <li>• Supports parents and pupils during transition to different settings where needed.</li> <li>• Attends TAC meetings for children and liaises with class teachers, the leadership team and outside agencies.</li> </ul>   |
| <p>Individual Class Teachers</p> <p>Year 3 – Mylor – Miss Rae</p> <p>Year 3 – Gannel – Mrs Bailey</p> <p>Year 4 – Fowey – Miss Witcomb</p> <p>Year 4 – Tresillian – Miss Jenkins</p> <p>Year 5 - Malpas – Miss Cahill</p> <p>Year 5 – Tamar – Mrs Patterson</p> <p>Year 6 – Fal – Miss George</p> <p>Year 6 - Camel – Miss Moore</p> | <ul style="list-style-type: none"> <li>• Planning and delivering exciting curriculum opportunities that all pupils can access, and planning activities which engage and encourage full participation in all types of learning.</li> <li>• Checking on the progress of all children and identifying when a child may need extra support. Meeting and deciding with the parents and the SENDCo what help may be needed (such as targeted work, extra support, or referral to an external agency for more advice.)</li> <li>• Writing IEP's (Individual Education Plans) which identify specific targets that will help the child make progress in the identified area (learning or social) and the activities that will take place to achieve these. Sharing these with the parents and child and adapting them where necessary to take into account the views of the parents and child. Each term reviewing the targets and setting new ones, based on assessments and advice from other contributors.</li> <li>• Making sure that the child regularly accesses the planned work / programme that has been identified in their IEP and</li> </ul> |

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|   | <p>that all staff working with the child are supported so they achieve the best possible progress.</p> <ul style="list-style-type: none"> <li>• Following all school policies and especially the SEND (Special Educational Needs) policy to make sure they meet the needs of all children in their class, especially children with SEND</li> </ul>  |
| <p>Mrs Bethan Anderson<br/>Head Teacher</p> | <ul style="list-style-type: none"> <li>• Managing all aspects of the school, including support for children with SEND and children who are looked after by the local authority (designated children in care person).</li> <li>• Making sure the needs of all children are met, but giving responsibility to the SENDCo and class teachers to manage the day to day organisation of children's learning.</li> <li>• Keeping the Governing Body up to date with issues in school relating to SEND. SEND Governor Mrs Samantha Dunstan</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEND.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Meeting with the SENDCo regularly to monitor the progress of children with SEND and to find out what provision is being made to meet the needs of the children who have been identified as having SEND.</li><li>• Being a Champion for children with SEND.</li></ul> |
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### What support and provision do we offer?

At St Meriadoc Junior Academy, we believe belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We aim to promote an inclusive school community in which all pupils feel valued and enjoy their time with us. However, we understand that pupils have different educational and behavioural needs and aspirations. As a result of this, teaching and learning may need to be adapted to suit the needs of individual pupils as well as the teaching approaches and provision in order for them to access their education. Teachers take this into consideration when planning all lessons throughout the curriculum and adapt provision where necessary to support individuals or groups of pupils. Such pupils may need additional help which is facilitated through 1:1 adult support, different resources provided or a personalised timetable. However, this support can vary and change during their time at St Meriadoc Junior Academy dependant on their needs.

#### How do we identify if a child needs more support?

All children are assessed when they first join us at St Meriadoc Junior Academy and this is used alongside their end of KS1 assessment to gain an understanding of their starting point and prior knowledge. This information is then used as a baseline to build upon the patterns of learning and experience already established during the child's Infant school years. If the child already has an identified special educational need (this

information may be transferred from other partners in their Early Years settings and previous Infant school), the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Early identification is vital and if our assessments (or observations) indicate that a child may be experiencing difficulties with their learning, we will consult with their parent/carer and agree which strategies and resources we will use to support them. This level of support is called SEN Support and at this stage the child will be added to the School's Record of Support.

If a child reaches a stage where we feel we need to liaise and ask for more support or advice from outside agencies, we will consult with their parent/carer to explain why and to gain permission first. In most cases the children will be seen in school by external support services which may lead to additional strategies or strategies that are different from those already used in SEN Support so far. If a child continues to demonstrate significant difficulties despite the support that has already been put in place, a request for statutory assessment (with the parent/carers support) will be made to the local authority.

The school submits evidence to show what has been put in place and what has happened as a result of it. The local authority will consider the evidence and decide whether to seek further advice from professionals before considering if an Education and Health Care Plan (EHP) is needed. This decision is based on whether special educational provision is needed beyond what is normally available to mainstream schools.




### **How do we assess and review how children are progressing towards their outcomes?**

Class teachers are responsible for monitoring and assessing the progress of all children within their class, but we do have an 'assess, plan, do, review' cycle in place for setting specific targets for our pupils with SEND. These targets are written in the form of an Individual Education Plan (IEP) and are updated by the class teacher once a term (October, February and June). The class teacher then shares the IEP with the parents and pupils who are invited to share their views or even modify the targets. Every so often, pupil conferencing takes place and the pupils are invited to meet with the Head Teacher and Governors to talk about their progress and aspects of their learning that they think work well as those

that don't. These conversations are fed back to the teacher so that any information that is relevant to the 'assess and review' process can be included. The work that is planned to meet the targets in the IEPs may take place within whole class activities, or children may be taken out in small groups or individually to work on specific activities. Where this happens the teaching assistant leading the work is asked to feedback to the SENDCO and class teacher to share successes and to discuss any areas for further development. Additionally each term class teachers meet with the Head Teacher to have pupil progress review meetings. These meetings are an opportunity to discuss the progress of the children they teach and as part of the meeting there is a focus on children with SEND. If there are concerns over a child's progress this is discussed further and may result in changes to support and activities or may lead to us seeking further advice from outside agencies. All the information collected in this process is given to the SENDCo and is used to create and evaluate our school provision map which outlines the additional provision and interventions we provide.

## The levels of support and provision offered by our school




### 1. Listening to and responding to children and young people

| Whole school approaches<br>The universal offer to all children and YP.<br><br>  | Additional, targeted support and provision<br><br>   | Specialist, individualised support and provision<br><br>   |
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| <p>The views and opinions of all pupils are valued.</p> <p>Pupil voice is heard through:<br/>           School Council, pupil conferencing, annual review and IEP meetings, questionnaires and surveys.</p> | <p>Pupils with SEND are included in all consultation groups. Opportunities are created to listen and respond to small groups or individual pupils regarding any academic/non academic issues.</p> <p>Pupil Premium Mentoring – an opportunity for targeted support through pupil premium children to be allocated an adult who they</p> | <p>Pupil's views are an important part of annual review, TAC/Early support meetings.</p> <p>Pupils are fully involved in the IEP process, setting and reviewing of targets.</p> <p>Pupils can attend review meetings if appropriate.</p> |






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| <p>Termly Learning conferences- Pupils have the opportunity to talk about their learning with their parent/carers and class teacher.</p> <p>Show and Tell opportunities across the school – a chance for children to share their interests, hobbies and celebrations either in class or in whole school assembly.</p> <p>Involvement in After School Clubs – a wide range of clubs are offered to children based upon their interests.</p> <p>Buddy Bench – a system of Year 5 and 6 children who can support those that may need social support during playtimes.</p> | <p>can meet with once a week to share their celebrations, challenges and worries.</p> <p>Alternative lunch time provision for those that have expressed that they find eating in the school hall difficult.</p> | <p>Additional transition visits from the Infants and to the Secondary school of choice.</p> |
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## 2. Partnership with parents and carers

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| <p>Whole school approaches<br/>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 school works in partnership with all parents and carers.</p> <p>All parents/carers are invited to attend parents' consultations, informal meetings with the Head Teacher and SENDco once a term and open afternoons.</p> | <p>Families are invited to attend informal coffee mornings with the Family Liaison Officer and SENDco, information sessions regarding supporting their child's needs at home.</p> <p>Parents/carers are able to and encouraged to contact the school with any query or concern at any time.</p> | <p>Parents/carers are actively involved in all meetings, IEP reviews and annual reviews regarding their child's needs.</p> <p>Parents are invited to share their views and comments either before or during the meetings.</p> |




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| <p>Our Family Liaison Officer is available throughout the school day to meet with parents.</p> <p>Informal Coffee mornings are planned throughout the year.</p> <p>Our Educational Welfare Officer holds termly Attendance Clinics which are parents and carers can attend.</p> <p>Parents/Carers know who to contact if they have a concern.</p> <p>Home/school diaries encourage communication between home and school.</p> | <p>Our school Family Liaison Officer works closely alongside families, signposting parents/carers to agencies for support.</p> | <p>All documentation is presented in a format that is accessible to individual parents/carers.</p> <p>All SEND parents/carers are invited to termly, informal coffee and chat mornings.</p> <p>Parents/carers are informed of any additional intervention their child receives and is informed when their child moves on or off the Record of Need.</p> |
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### 3. The curriculum

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| <p>Whole school approaches.<br/>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 ensures all children have full access regardless of their ability and or needs.</p> <p>Pupils access the Accelerated Reader programme to enhance independent reading skills.</p> | <p>Intervention programmes are provided for small groups focusing on specific needs.</p> <p>The progress of interventions is monitored closely and regularly by the SENDco and Senior Leadership Team.</p> <p>Interventions include:<br/>Phonics</p> | <p>Pupils are supported in following their chosen interests regardless of their SEND or disability.</p> <p>Pupils with SEND can access the curriculum with adults or specific resources to support where necessary.</p> <p>Teachers plan specifically to meet the needs of pupils SEND.</p> |

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| <p>Pupils access the Times Table Rock Stars programme to enhance independent times tables skills.</p> <p>Differentiated curriculum delivery e.g. simplified language, increased visual aids/modelling etc.</p> | <p>Subject specific booster groups for English and Maths</p> <p>Social Skills</p> <p>TIS</p> <p>FunFit</p> <p>1:1 reading</p> <p>Handwriting support</p> <p>Sensory Breaks</p> <p>Nessy</p> | <p>All children, regardless of their ability or additional needs are included in all aspects of school life, including extra-curricular clubs and school trips.</p> |
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#### 4. Teaching and learning

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>    | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>    |
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| <p>Structured school and classroom routines allow children to understand what is expected of them on a daily basis.</p> <p>Prior warning of change (to the lessons of the day/week or teaching staff) will be implemented when appropriate.</p> | <p>Teachers and Teaching assistants are involved in weekly planning meetings to ensure that pupils have targeted support and provision.</p> <p>Teachers and Teaching assistants work with small groups to;</p> | <p>Pupils are provided with personalised and highly differentiated teaching and learning experiences that are continuously monitored and adapted.</p> <p>1:1 and 2:1 support is in place for pupils who need more intensive support above what is</p> |




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| <p>All lessons are carefully planned to ensure a clear success criteria, a clear learning intention and carefully planned and differentiated activities.</p> <p>Throughout the school day children work in ability groups, mixed ability groups, pairs, friendship groups and independently.</p> <p>Different learning styles are planned for throughout the week (auditory, visual, kinaesthetic and tactile.)</p> <p>Learning intentions are clearly displayed.</p> <p>Verbal feedback about work is provided to children during the week by the class teacher or TA.</p> <p>Children may be asked to edit their work or practise spellings using a purple pen.</p> <p>Pupils are aware of their personal targets for both English and Maths.</p> | <p>Ensure understanding<br/>Accelerate progress<br/>Keep pupils on task<br/>Foster independence.</p> <p>Teachers use mini-plenaries during the lessons to assess the understanding of the learning intention and address any misconceptions.</p> | <p>available in the classroom. Children are also encouraged to work in small groups and as part of the whole class as often as possible with specific resources to support them.</p> <p>Teachers and teaching assistants are given access to any targets and activities set by outside agencies to ensure they can support and work towards these with the children.</p> <p>Some children require an individual visual timetable to ensure they know what is happening now and next.</p> <p>Sensory support is available within the classroom to help aid learning through:</p> <ul style="list-style-type: none"> <li>Ear Defenders</li> <li>Chewy toys (chewelery)</li> <li>Stress toys</li> </ul> <p>Individual use of ICT programmes</p> |
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## 5. Self-help skills and independence

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| <p>Whole school approaches<br/>The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <p>Resources are available to support pupils to work independently within the classroom.</p> <p>Working Wall and Success Criteria are displayed to support learning in each class.</p> | <p>Pupils have personalised equipment to help support learning, such as, talking microphones, overlays, writing slopes.</p> <p>Part of the Teaching assistants role is to facilitate learning.</p> | <p>Teachers and Teaching Assistants ensure that pupils can access the task and have all the appropriate resources available.</p> <p>Children are encouraged to use displays around the classroom to support them.</p> |
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## 6. Health, wellbeing and emotional support

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>              | <p>Specialist, individualised support and provision</p>   |
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| <p>All pupils take part in PSHE lessons (Personal Social Health Education).</p> <p>Sex and relationship education is provided to Year 6 pupils.</p>               | <p>Children in Year 5 and 6 can become 'Buddies' helping children at playtimes and lunchtimes to make friends and join in games and activities.</p> | <p>Meetings regarding individual children (TACs, Early Support, annual reviews) are supported by a range of outside agencies and all advice is actioned accordingly.</p> <p>Additional support for pupils can be requested from:</p> |




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| <p>The school works in partnership with Penhaligon's Friends to help children deal with bereavement.</p> <p>Risk assessments are in place for children with SEN and behaviour difficulties.</p> <p>Children have access to our TIS/Thrive Practitioners if appropriate.</p> <p>'Wellbeing Week' takes places across the school every Autumn and Summer term with a focus on Healthy living – diet and exercise, Mindfulness – activities to help support good Mental Health, Sex and Relationship Education in the form of how to keep ourselves and our bodies safe, relationships and how the body changes.</p> | <p>All children have the opportunity to become a school councillor, representing their year group at regular meetings.</p> <p>Our TIS/Thrive Practitioner's works with small groups of children on developing social skills.</p> <p>Key members of staff have 'Team Teach' training.</p> | <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social care</li> <li>- ASD Advisor</li> <li>- Penhaligon's Friends</li> <li>- Educational Psychologist</li> <li>- Dreadnought</li> <li>- Aspires</li> <li>- Teacher of the Deaf/Hearing Support</li> <li>- Speech and Language Therapist</li> <li>- Behaviour Support service</li> </ul> <p>Pupils with specific medical needs have Health Care Plans.</p> <p>Playtime monitoring for those that find the unstructured of playtimes difficult</p> |
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## 7. Social Interaction opportunities

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>      | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>    |
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| <p>All pupils have opportunities to interact socially, regardless of their ability or additional needs.</p> <p>All pupils are invited on school trips and visits.</p> | <p>We have three trained Thrive Practitioners who work with children to develop social and emotional skills.</p> <p>We have a social skills hub within school which children are encouraged to use.</p> | <p>Our TIS/THRIVE Practitioners , teaching assistants and SENDco use 'Social Stories' with individual children.</p> <p>Within our Multi- Academy Trust we have a highly skilled Braille TA.</p> |




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| <p>All pupils are encouraged to join extra-curricular activities regardless of their ability or additional needs.</p> <p>All pupils have the opportunity to join our quiet room Lunchtime club.</p> | <p>Interventions for social skills based on listening to others, sharing own hobbies and being interested in those of others.</p> |  |
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## 8. The physical environment

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>                 | <p>Specialist, individualised support and provision</p>  |
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| <p>All areas of the school are accessible to everyone including those with SEND.</p> <p>A disabled toilet is available to children who may need them.</p>         | <p>Our 'millennium garden' provides a quiet area for children to use during break times and lunchtimes.</p> <p>Key staff are 'Team Teach' trained.</p> | <p>Some children have access to specialist equipment in the classroom, such as writing slopes and 'move n sit' cushions.</p>                  |

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| <p>School grounds are safe and secure during the school day.</p> <p>Visitors to the school must sign in at reception before entering the main school building.</p> <p>There is a designated Child Protection Officer.</p> <p>All members of staff focus on rewarding good behaviour to promote a positive learning environment.</p> <p>We have a clear behaviour policy and a rewards/sanction poster is displayed in every classroom.</p> | <p>We have qualified first aiders in school at all times of the day.</p> | <p>Classroom layout is thought out carefully by the class teacher to ensure pupils with sensory needs are planned for.</p> |
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## 9. Transition from year to year and setting to setting

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| <p>Whole school approaches<br/>The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>                                 |
| <p>There are strong links with both our Infant school and secondary feeder school. We also have regular communication with other local secondary schools.</p>     | <p>Pupils who require 1:1 support will have opportunities to meet their teaching assistant prior to moving class.</p> <p>The Year 6 teachers, Family Liaison Officer and SENDco identify pupils who may</p> | <p>Our SENDco attends Year 2 annual review and TAC meetings.</p> <p>Year 3 teachers attend a transition meeting with the Year 2 teachers to share needs of all children.</p> |



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| <p>Transition meetings between teachers are held at the end of each academic year to ensure all necessary information is shared.</p> <p>All children have the opportunity to visit local secondary schools for extra curricular visits throughout their time with us.</p> <p>Taster days are available for Year 5 and 6 children to visit local secondary schools.</p> <p>Children in year 5 and 6 have visits throughout the year from staff at CSIA.</p> <p>Children have the opportunity to attend Super Saturdays at local secondary schools.</p> | <p>require additional visits to their secondary school prior to transfer.</p> <p>Information from pupils joining us from St Meriadoc Infants is also shared from the SENDco and class teachers.</p> <p>St Meriadoc Junior shares information regarding SEND pupils with the secondary school SENDco.</p> <p>All paperwork is passed to the new schools, including most recent IEP's.</p> | <p>Pupils with SEND or vulnerable pupils will have extra transition visits to their chosen secondary school.</p> <p>The secondary school SENDco is invited to year 5 and 6 annual review meetings.</p> |
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## 10. What training have school staff had to support children with SEND?

Selected members of school staff have been on the following training and their expertise in these areas is then used to support children as needed:

- Speech and Language
- Hearing impairment: Teaching Hearing Impaired Pupils and Students
- Visual Impairment training
- ASD: Autistic friendly Classroom
- TIS intervention

- First Aid training
- Positive Behaviour Management: Team Teach
- Prevent Training

If in the future a child is enrolled with SEND that we have not dealt with in the past, or have not had training for, we will always seek professional advice and training from outside agencies to make sure all staff have the skills needed to work with the child.

#### 11. Services and organisations that we work with:

| <b>Service/organisation</b>                                   | <b>What they do in brief</b>  |
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| <b>Speech and Language Therapy Team</b><br>(Jessica Millward) | The Speech and Language Therapy Service supports children and young people in Cornwall aged 0-19 years who have difficulties with communication, or with eating, drinking and swallowing. SLTs aim to help to develop the skills of parents/carers and school staff who support the child in their everyday environments. They then provide therapy for some children and set goal summaries for the school. Teaching assistants in the school work with children to achieve these goals. |
| <b>Educational Psychology Service</b> (Kate Hornblower)       | Educational Psychologists are specialists in learning, emotional well-being and child development. They work directly or indirectly with children and also provide advice to their parents and other adults who teach and support them. In Cornwall, Educational Psychologists (EPs) work as part of the Children's Psychology Service. They advise us on   |

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|                                    | strategies to help the child overcome their barriers to learning. If necessary, they advise us to apply for statutory assessment for an Education and Health Care Plan (EHCP). Speech   |
| <b>Vision Support Team</b>         | The Vision Support Team provide specialist support available for children and young people with diagnosed visual impairment in homes and schools. Children who have been diagnosed with specific visual impairment are seen in school by a teacher from the Vision Support Service. The school is also given advice regarding classroom strategies and supplied with assistive technologies.  |
| <b>Hearing Support Team</b>        | The Hearing Support Team provides specialist support for children affected by educationally significant hearing loss.<br>They provides advice on the educational management of hearing loss where this impacts significantly on the child or young person's education. Qualified Teachers of the Deaf visit children at home or in their school setting to undertake educational audiological assessments, observe and work with the individual, liaise with the parents and relevant staff in order to identify that individual's educational needs related to their hearing loss and provide advice or direct support as appropriate. |
| <b>Autistic Spectrum Condition</b> | The Autism Spectrum Disorder Assessment Team (ASDAT) is an experienced multidisciplinary team for children and young people up to their 16th birthday who have complex social and communication difficulties. They are made up of the following disciplines: Child & Adolescent Psychiatry, Community Paediatrics, Clinical Psychology, Occupational Therapy, Speech & Language Therapy with support from an administrator and a clinical team manager.   |

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| <p><b>CAMHS (Children and Adolescent Mental Health Services)</b></p> | <p>Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers.</p> <p>Services are usually multi-disciplinary teams of mental health professionals providing a range of interventions in the community, working with schools, social care, charities, voluntary and community groups. Children who might need a diagnosis for ADHD are referred to CAMHS (Child and Adolescent Mental Health Service).</p> |
| <p><b>School Nurse</b></p>   | <p>School nurses are qualified and registered nurses or midwives who support children and young people in making healthy lifestyle choices, enabling them to reach their full potential and enjoy life. School nurses work across education and health, providing a link between school, home and the community. Their aim is improve the health and wellbeing of children and young people. They work with families and young people from five to nineteen and are usually linked to a school or group of schools.</p>   |
| <p><b>Educational Welfare Officer</b></p>                            | <p>The Education Welfare Service can also offer support and help to pupils, parents (or carers) and schools who may be having problems with attendance whether this is low attendance or persistent absences. Parents are invited in to school to discuss concerns the school has regarding their child's attendance. These meetings as used an opportunity to find out if there are actions that can be put in place to support the family.</p>  |
| <p><b>Cognition and Learning Team</b></p>                            | <p>This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. We test for dyslexia in school and</p>  |

|                       |   |
|-----------------------|---|
|                       | then put targeted intervention and support in place. If a child is still not making expected progress, they are referred to the Cognition and Learning Service for additional advice. |
| <b>Early Help Hub</b> | Most of the services above are accessed via the Early Help Hub who triage the information we provide and then ensure we are put in contact with the correct professional service.     |

## 12. If you wish to complain

In the unlikely event that you have a complaint to make about the SEND provision in our school please contact the class teacher in the first instance. If you feel they have not been able to resolve your complaint please contact the SENDCo or Head Teacher. If you feel you need to take your complaint further then please contact Mrs Emma Hasse who is the Chair of the Governing Body. Details of how to do this are available from the school office.

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)**

## Answers to Frequently asked Questions

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

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's learning prior to St Meriadoc Juniors. If the child already has an identified special educational need, this information may be transferred from other partners. The pupil's progress in all areas of their learning is then monitored closely by the class teacher and Senior Leadership Team. If a teacher is concerned about the progress made by a child or with their general ability, extra class support will be given and a referral will be made to our SENDco

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

Your initial concern about your child's progress or if you think they have a special educational need or any questions about our SEN provision should be raised with your child's class teacher.

or Mrs Sarah Broomhead (Family Liaison Officer)  
or Mrs Tanya Nisbet (SENDCO).

Mrs Bethan Anderson is our Child Protection Officer  
Mrs Sarah Broomhead is our Attendance Officer  
Mrs Hannah Martin is our First Aid designated person

We will do our best to answer all of your queries and point you in the right direction if you need further advice.  
All of the above people can be reached by either coming into school or phoning on 01209 713436.

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

The progress of all children is regularly monitored and at half termly pupil progress meetings the Class Teacher, Head of School and SENDCO discuss any children who might be causing concern either academically, socially or emotionally. We will put in place small group or in class interventions for children who just need a little help in catching up. Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

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

We offer a broad and balanced curriculum that can be adapted to meet the needs of every child. When planning the curriculum and half/termly topics, teacher's plan activities carefully to ensure a range of different learning styles are catered for: auditory, visual, kinaesthetic and tactile and make sure that all lessons are fully accessible to all of our pupils regardless of ability or need.

Children who have been identified with a special educational need will have their own individual educational plan (IEP) which identifies the current targets they need to work on and evaluates progress against previous targets. These are shared with parents and reviewed at regular intervals.

Some children with a more complex special educational need will have an Education and Health Care Plan (EHCP) which outlines any adaptations that need to be made to the curriculum and will set both long term and short term targets with suggestions of how they might be achieved. These EHCPs are written in consultation with parents/carers, staff from the school and relevant specialists. They are reviewed yearly.

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

Parents and carers are invited to parent consultations and open afternoons which are a great opportunity to discuss your child's learning. In addition to this, parents/carers of children with SEND will be invited termly to informal coffee mornings with our SENDco. Teachers, our SENDco, and Family Liaison Officer will always be happy to meet with you at any other time to discuss your child's learning.

### **7. How do I know that my child is safe in school?**

Our school building ensures that children are kept safe during the school day with all gates and doors locked. During break times and lunchtimes staff are positioned around the school premises to ensure children are kept safe and within eye sight. The site is safe and secure with high perimeter fences and gates. All visitors have to come to the main reception to gain access to the building and are required to sign in. We have a designated children protection officer and a deputy officer. All staff have received child protection training. We have a designated first aider who has a first aid at work, as well as a paediatric first aid certificate. The majority of other staff have undergone first aid and in many cases paediatric first aid training.

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

SEND training is an on-going process where all members of staff are involved in a range of training that will help support our SEND pupils. Our SENDco, Mrs Tanya Nisbet, gained her SENDCO National Award in September 2020 which is now a legal requirement. We also have two trained Thrive/TIS Practitioners, an Autism Champion and two staff members trained in Dyslexia Screening.

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

All children are given the opportunity to take part in any activities outside of the classroom. Just as your child is supported in the classroom, they will be supported out of the classroom also. Risk assessments will be completed prior to any trips. We discuss any trips, special events or after school clubs that are planned to make sure that they are accessible to everyone.

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

Our school is accessible for children, young people and adults with physical difficulties. We have wheelchair access around the whole of the school site and a disabled toilet. We have soft playground protection under all of our outdoor play equipment. There are braille signs around the school and on classroom doors. The site is safe and secure with high perimeter fences and gates. All visitors have to come to the main reception to gain access to the building and are required to sign in. We have a designated children protection officer and a deputy officer. All staff have received child protection training. We have a designated first aider who has a first aid at work, as well as a paediatric first aid certificate. The majority of other staff have undergone first aid and in many cases paediatric first aid training. Our behaviour policy is adhered to by all staff and children thrive in an environment where they feel safe and secure. Specialist equipment and resources are available to children who need them.

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

Initial concerns should be raised with Mrs Tanya Nisbet or the Head Teacher, Mrs Bethan Anderson.

Details of our full complaints procedures are available on the school website or through the school office.

### **12. How is your Local Offer reviewed?**

The school senior leadership team will review the local offer annually to ensure the information provided is clear and up to date. The local offer will be reviewed in September 2022.

**Please find a separate document on our school website which details SEND provision during COVID-19 and school closures in 2020-21.**