



Our Local Offer for Special Educational Needs and Disability (SEND) 2026-2027

At St Meriadoc, we aim to offer an irresistible invitation to learning. Learning is more than taking in facts – it is opportunity, experiences, challenge and much more. Our school vision **'Let your light shine.'** is known and understood by the whole school community. To us, this means giving our pupils, colleagues and community the skills, experience and confidence to shine bright, flourish and be the best that they can be. We empower everyone that comes to our schools to develop self-belief and have high aspirations so that they can shine their light brightly. 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 everyone feels safe and can thrive.

At St Meriadoc, 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 as well as focussing on quality first teaching. We aim to provide a variety of learning activities to support the diverse range of needs within our pupils to help them to learn in ways that suit them.

Link to our schools' SEND Policy:
[download.asp](#)

Link to our Accessibility Plan:
[download.asp](#)

Equal Opportunities Policy:
[download.asp](#)

Name of the Special Educational Needs/Disabilities Coordinator:

St Meriadoc Infant Academy – Natasha Stephens – nstephens@rainbowacademy.org.uk

St Meriadoc Junior Academy – 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?

Staff	What they are responsible for:
Individual Class Teachers	• Is the initial 'port-of-call' for children and their parents. • 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. • Checking on the progress of all children and identifying when a child may need extra support. Meeting and deciding with the parents and the SENCO what help may be needed (such as targeted work, extra support, or referral to an external agency for more advice.) • 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. • Making sure that the child regularly accesses the planned work / programme that has been identified in their IEP and

	that all staff working with the child are supported so they achieve the best possible progress. • 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
Natasha Stephens (Infants) Tanya Nisbet (Juniors) Special Educational Needs Coordinator (SENCO)	• Being Champions for children with SEND. • 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. • 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. • Advises on support and external agencies for families as appropriate. • Coordinates assistance for families to help develop knowledge, skills and positive attitudes. • Assists in establishing supportive relationships within families and encourages acceptance and inclusion of all aspects of learning.

	• 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. • Monitoring and evaluating the provision we have made to make sure it is having a positive impact. Providing advice to school staff if changes need to be made to improve it further, or contacting external agencies for further advice. • 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. • Supporting and advising colleagues so they can help the children achieve their best in all areas at all times. • Attends TAC meetings for children and liaises with class teachers, the leadership team and outside agencies. • Also both are the Designated Teachers for Children in Care
Annie Osborne (Across both schools) Family Liaison Officer (FLO)	• Audits and monitors attendance for all groups, including children with Special Educational Needs and Disabilities. • Offers support to families as requested by individuals or where there are concerns for a student's wellbeing. • Advises on support and external agencies for families as appropriate.

	• Coordinates assistance for families to help develop knowledge, skills and positive attitudes. • Assists in establishing supportive relationships within families and encourages acceptance and inclusion of all aspects of learning. • Attends TAC meetings for children and liaises with class teachers, the leadership team and outside agencies.
Sarah Wilkins Head Teacher	• Managing all aspects of the school, including support for children with SEND and children who are looked after by the local authority • Making sure the needs of all children are met, but giving responsibility to the SENCO and class teachers to manage the day to day organisation of children's learning. • Keeping the Governing Body up to date with issues in school relating to SEND. SEND Governor Mrs Amy Glover • Making sure that the necessary support is made for any child who attends the school who has SEND. • Meeting with the SENCO 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.

The levels of support and provision offered by our school

1. Student Voice -Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The views and opinions of all pupils are valued. Pupil voice is heard through: School Council, pupil conferencing, annual review and IEP meetings, questionnaires and surveys. Parents Evening - Pupils have the opportunity to talk about their learning with their parent/carers and class teacher. 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. Involvement in After School Clubs – a wide range of clubs are offered to children based upon their interests.	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. Alternative lunch time provision for those that have expressed that they find eating in the school hall difficult.	Pupil's views are an important part of annual review, TAC/Early support meetings. Pupils are fully involved in the IEP process, setting and reviewing of targets. Pupils can attend review meetings if appropriate. Additional transition visits from the Infants and to the Secondary school of choice.

Buddy Bench – a system of Year 5 and 6 children who can support those that may need social support during playtimes.		
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2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school works in partnership with all parents and carers. All parents/carers are invited to attend parents' consultations, informal meetings with the Head Teacher and SENCO once a term and open afternoons. Our Family Liaison Officer is available throughout the school day to meet with parents. Informal Coffee mornings are planned throughout the year. Our Educational Welfare Officer holds termly Attendance Clinics which are parents and carers can attend. Parents/Carers know who to contact if they have a concern.	Families are invited to attend informal coffee mornings with the Family Liaison Officer and SENCO, information sessions regarding supporting their child's needs at home. Parents are able to contact school regarding concerns via email, telephone or in-app message Our school Family Liaison Officer works closely alongside families, signposting parents/carers to agencies for support. Websites are available to support parents with homework (e.g. spelling shed, TTRS)	Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate Parents are invited to share their views and comments either before or during the meetings. All documentation is presented in a format that is accessible to individual parents/carers. All SEND parents/carers are invited to termly, informal coffee and chat mornings. 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. Key adults will check in with families where necessary and appropriate

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The curriculum ensures all children have full access regardless of their ability and or needs. Pupils access the Accelerated Reader programme to enhance independent reading skills. Pupils access the Times Table Rock Stars programme to enhance independent times tables skills. Differentiated curriculum delivery e.g. simplified language, increased visual aids/modelling etc. Pupils have access to synthetic phonics programme where needed – Read, Write, Inc. (1 hour per day) which teaches children how to decode and blend.	Intervention programmes are provided for small groups focusing on specific needs. The progress of interventions is monitored closely and regularly by the SENCO and Senior Leadership Team. The intervention packages are adapted in light of student progress. Interventions include: - Phonics and Phonics 1:1 - Subject specific booster groups for English and Maths - Social Skills - TIS (Trama Informed Approches) 1:1 reading - Handwriting support - Sensory Breaks - Nessy - Fast Track Phonic session (10 minutes). - Speech and Language	Pupils are supported in following their chosen interests regardless of their SEND or disability. Pupils with SEND can access the curriculum with adult support or specific resources to support where necessary. Teachers plan specifically to meet the needs of pupils SEND. All children, regardless of their ability or additional needs are included in all aspects of school life, including extra-curricular clubs and school trips.

Assessments (including dyslexia screening) are used to identify pupils who need specific interventions. Building upon our universal offer to benefit all – visuals used throughout the school, access to sensory tools and Calm Corner for all etc.		
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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 
Structured school and classroom routines allow children to understand what is expected of them on a daily basis. The whole school uses a range of strategies to ensure that teaching and learning is inclusive, and meets the needs of all children. This is met through; adaptive teaching where barriers are identified and overcome to ensure the progress of all pupils. All children have access to high quality, first wave teaching Lessons are carefully planned to build on prior knowledge, include regular progress checks and provide children opportunities to plan, monitor and evaluate their learning.	Class based staff share information to ensure that pupils with SEND have targeted support and provision. Class based staff work with small groups to: - ensure understanding - facilitate learning - foster independence - keep pupils on task. - extend their learning further Independent student learning is supported by the use of technology. Special support arrangements are put in place for internal and external tests (readers scribes etc). Teachers use mini-plenaries during the lessons to assess the understanding of the learning intention and address any misconceptions.	Personalised and highly scaffolded work is provided enabling independent learning. Where necessary, learning is differentiated to support the individual needs of the child. Key adult support is in place for pupils who need more intensive support Recommendations from external agencies is acted upon where appropriate Personalised learning and visual timetables are in place to support those who need it Children are encouraged to work in small groups and as part of the whole class

Pupils are assessed to ensure learning is matched to their individual entry point Learning Objectives (WALTS) are displayed and shared with all pupils Steps to success criteria are explicitly taught and shared with all children. Pupils' work is regularly marked and appropriate feedback is given. Alternative ways of recording are used. Prior warning of change (to the lessons of the day/week or teaching staff) will be implemented when appropriate. Throughout the school day children work in ability groups, mixed ability groups, pairs, friendship groups and independently. Sensory support is available within the classroom to help aid learning through: ear defenders, chewelery, sensory tools, wobble cushions and access to the 'Calm Corner'. Individual use of ICT programmes		
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Resources are available to support pupils to work independently within the classroom. Children are explicitly taught how to use resources before they are available in all classrooms to promote independence. Pupils have access to : visual timetables using widget symbols - resources to support learning Technology is available to aid Independence. Access to sensory tools and the 'Calm Corner'	Pupils have personalised equipment to help support learning, such as overlays, writing slopes and timers. Emotionally available adults support independence through the teaching of self-regulation techniques. Access to sensory tools and the 'Calm Corner'	Adults working with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. Within the class SEN files, pupil profiles are shared with the year group team as well as any new members of staff. This allows all adults to be aware of the pupils needs and to support them to become independent. Personalised communication and task boards are in place to support independence.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils take part in PSHE lessons (Personal Social Health Education). Student issues are dealt with by staff, as they arise. School Nurse service is available through parental or school referral. A whole school 'Trauma Informed Schools:UK' 'approach is modelled by all members of staff The school works in partnership with Penhaligon's Friends to help children deal with bereavement.	Children in Year 5 and 6 can become 'Buddies' helping children at playtimes and lunchtimes to make friends and join in games and activities. All children have the opportunity to become a school councillor, representing their year group at regular meetings. Risk assessments are in place for children, where appropriate Our TIS/Thrive Practitioner's works with small groups of children on developing social skills. Key members of staff have 'Team Teach' training.	Meetings regarding individual children (TACs, Early Support, annual reviews) are supported by a range of outside agencies Additional support for pupils can be requested from: - CAMHS - Social care - ASD Advisor - Penhaligon's Friends - Educational Psychologist - Dreadnought - Aspires - Teacher of the Deaf/Hearing Support - Speech and Language Therapist - Rainbow Trust

Children have access to our TIS/Thrive Practitioners if appropriate.	Some pupils will attend group Nurture sessions which focusses upon emotions, self-esteem, regulation coping strategies and social communication. Access to MHST (NHS) practitioner with targeted support groups or 1:1 support if required.	Pupils with specific medical needs have Health Care Plans. Playtime monitoring for those that find the unstructured of playtimes difficult
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7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils have opportunities to interact socially, regardless of their ability or additional needs. All pupils are invited on school trips and visits. All pupils are encouraged to join extra-curricular activities regardless of their ability or additional needs. All areas of the school are accessible to everyone including those pupils with SEND.	We have two trained Thrive Practitioners who work with children to develop social and emotional skills. Some pupils will attend group Nurture sessions which focusses upon emotions, self-esteem, regulation coping strategies and social communication. Sports teams play in cluster and county-wide tournaments against other schools. Identified pupils are invited to specific events to support social skills and self-esteem.	Pupils can be supported by adults to enable their attendance at after school clubs or events when appropriate. Group TiS sessions focus on Social Skills Within our Multi- Academy Trust we have a highly skilled Braille TA.

	Children are encouraged to take part in multi-school sessions at the local secondary schools. Our TIS/THRIVE Practitioners , teaching assistants and SENCO use 'Social Stories' with individual or groups of children.	
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8. The physical environment

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All areas of the school are accessible to everyone including those with SEND. An accessible and adapted toilet is available to children who may need them. All facilities have wheel chair accessible classes. School grounds are safe and secure during the school day. Visitors to the school must sign in at reception before entering the main school building.	Our 'gazebo' provides a quiet area for children to use during break times and lunchtimes. Key staff are 'Price' trained (Team Teach) Adapted toilets available. Adjustable chairs/ tables can be made available.	Specialist equipment in practical lessons enables disabled pupils to be independent. Classrooms/halls/corridors are made accessible for young people with physical and/or sensory needs. Classroom layout is thought out carefully by the class teacher to ensure pupils with sensory needs are planned for.

Pupils feel safe and in an environment where bullying is acknowledged and dealt with effectively. There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. All areas of the school endeavours to be an uplifting, positive and supportive learning environment. All members of staff focus on rewarding good behaviour to promote a positive learning environment. We have a clear behaviour policy and a rewards/sanction poster is displayed in every classroom. Classrooms and communal spaces are designed to be calm, purposeful and tidy to promote positive learning behaviours and reduce unnecessary stimulation. We have qualified first aiders in school at all times of the day.		
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
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There are strong links with both our Infant school and secondary feeder school. We also have regular communication with other local secondary schools. Teachers and SENCO identify pupils who may need extra support at transition. Transition meetings between teachers are held at the end of each academic year to ensure all necessary information is shared. Opportunities for all parents to meet their child's new teacher from nursery to reception. Visits to preschools/nurseries by reception teachers to meet the children and find out about them ready for transition. Pupils transitioning from the Infants to Juniors school have a 'Move Up Morning' as well as additional visits during the Summer term. Each Teacher makes a video introducing themselves and the class, this is posted on Class Dojo. All children have the opportunity to visit local secondary schools for extra curricular visits throughout their time with us. Taster days are available for Year 5 and 6 children to visit local secondary schools. Children in year 5 and 6 have visits throughout the year from staff at CSIA.	Pupils identified as possibly struggling with transition have additional visits in small groups. Pupils are identified by class teacher as to whether they need an enhanced transition which includes additional classroom tours, extra time with new staff and booklets for the summer holidays The Year 6 teachers, Family Liaison Officer and SENCO identify pupils who may require additional visits to their secondary school prior to transfer. The Year 2 teachers, Family Liaison Officer and SENCO identify pupils who may require additional visits to the Junior school prior to transfer. Information from pupils joining us from St Meriadoc Infants is shared with the SENCO at the Juniors and this is also shared from the SENCO and class teachers. St Meriadoc Junior shares information regarding SEND pupils with the secondary school SENCO.	The Infant SENCO and key adults will attend meetings for vulnerable or SEND pupils at their pre-school settings. The SENCO from the Juniors is invited to annual review meetings for pupils in Year 1 and 2 for pupils at the Infants. The secondary school SENCO is invited to year 5 and 6 annual review meetings.

Children have the opportunity to attend Super Saturdays at local secondary schools.	All paperwork is passed to the new schools, including most recent IEPs. Year 3 teachers attend a transition meeting with the Year 2 teachers to share needs of all children.	
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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
- Vision Impairment: Teaching Visually Impaired Pupils
- Visual Impairment training
- ASD: Autistic friendly Classroom
- TIS intervention
- First Aid training
- Prevent Training
- Positive Behaviour Management: Price Training
- Makaton training
- Intensive Interaction
- Autism awareness and sensory processing

- WRAPS workshop
- Down Syndrome awareness
- Epilepsy training
- EpiPen 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:

Service/organisation	What they do in brief
Speech and Language Therapy Team	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.
Speech and Language Therapy Team for Eating and Drinking	Speech and language therapists also provide support for children and young people with eating and drinking difficulties. These may include difficulties with: sucking and swallowing, coughing on drinks, or other signs of aspirating fluids into the airway and lungs, difficulties developing chewing skills, coughing or choking on food, or other signs of aspirating food into the airway and lungs

Educational Psychology Service	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 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
Vision Support Team	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.
Hearing Support Team	The Hearing Support Team provides specialist support for children affected by educationally significant hearing loss. 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.

WRAPS	In line with national Occupational Therapy Services, the Cornwall Children's Community Therapy Team has changed the way they support children who are referred. The pathway is for children from school Entry to 8 years old. Children below school age who meet the criteria will be seen on an individual basis. The WRAPS programme helps to reduce waiting times for Occupational Therapy. They provide parents, SENCOs and teachers/TAs strategies that can be used daily.	
Physiotherapist	The physiotherapist will assess your child's movement abilities and plan a treatment programme suited to his/her needs, designed to encourage development and independence. They will show you, and others involved in your child's care, how to carry out the exercises and activities, as your child will need to practice them regularly.	
Community Paediatricians	Community Paediatricians work specifically with children with individual needs across the county. They specialise in Neuro disability, developmental delays, learning disabilities etc.	
Autistic Spectrum Condition	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.	
CAMHS (Children and Adolescent Mental Health Services)	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.	

	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).
School Nurse	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.
Health Visitors	Health visitors are specialist community public health nurses, registered midwives or nurses. They specialise in working with families with a child aged 0-5 to identify health needs as early as possible and improve health and wellbeing by promoting health, preventing ill health and reducing inequalities. Health visitors lead the Healthy Child Programme 0-5 and are fundamental in ensuring every child has the best start in life. The health visitors work with parents from the moment they are discharged from their midwife until they start school.
The Early Years Inclusion Team	The Early Years Inclusion Team is a multi-disciplinary team. It delivers SEN services to Early Years providers as part of a continuum of Local Authority Services. They work with children aged 0-5 with SEND and work with other families to access early years education entitlement. The service includes the following staff: - Early Years consultants and Teachers, Senior Locality Special Educational Needs Disabilities Coordinators (SENCOs), Specialist Early Years Autism

	and social communication workers, Specialist Early Years Inclusion workers and Portage workers They provide support to the SENCOs and key workers in a child's setting. They provide training for both schools, preschools and parents.
Child Development Centres (CDC)	The Child Development Centres (CDC) are a Local Authority area resource, for preschool children experiencing significant with aspects of their development. The aim of CDCs is to support multi agency assessment, inclusion and engagement of children into the Early Years Foundation Stage (EYFS) teaching and learning opportunities. They aim to provide support for parent/carers and EYFS in how best to teach and meet the individual needs. They offer an in-reach work where the child will attend CDC for 2 sessions a week. They also offer an outreach support where the CDC teacher supports a child within the community pre-school/ nursery provision.
Portage	Portage work with pre-school children aged from 6 months to 3 years who have significant and complex additional needs.
Educational Welfare Officer	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.
Cognition and Learning Team	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 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.

Early Help Hub	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.
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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 SENCO 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 Infant and Junior Academy. If the child already has an identified special educational need, this information may be transferred from other partners or by parents. The pupil's progress in all areas of their learning is then monitored closely by the class teacher and Senior Leadership Team through termly tracking systems. 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 SENCO. Once on the register of need, they will then be monitored closely and an IEP will be written for them to help identify the barriers to their learning.

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

If you think that your child may have a special educational need then please talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance. After discussion, they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) to discuss whether it is appropriate for them to be added to the school's register of need. Following these meetings, steps will be taken to address any concerns you may have about your child.

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 SENCO 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 when needed. 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 to informal coffee mornings with our SENCOs at different points in the school year. Teachers, our SENCO, and Family Liaison Officer will always be happy to meet with you 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. The Infant SENCO, Natasha Stephens, gained her SENCO National Award in September 2021 and the Junior SENCO Tanya Nisbet, gained her SENCO National Award in September 2020 which is now a legal requirement. We also have two trained TIS Practitioners, a member of staff undertaking Autism Champion and two staff members trained in Dyslexia Screening at both schools.

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 as well as individual risk assessment for pupils where needed. 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?

Both schools are accessible for children, young people and adults with physical difficulties. We have wheelchair access around the whole of the school sites 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 SENCOs - Natasha Stephens (Infants) or Tanya Nisbet (Juniors) or the Head Teacher, Sarah Wilkins.

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 2027.