



# Mabe Community Primary School

## Our SEND Information Report including our Local Offer for Special Educational Needs and Disability (SEND)

The principle aim of the school is to educate individual children to reach their full potential and prepare them to be responsible citizens. Mabe Community Primary School is an inclusive school and our facilities ensure access for all. Our emphasis is on providing quality experiences leading to quality learning.

Our local school offer details the provision that we provide within the School and outlines our determination to meet the needs of all children within the school, including those with additional needs and disabilities.

All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils.

### Responsible Persons

The SENDCo is Mrs Sarah Rayment Tel: 01326 372662, email: [senco.foxhole@kernowlearning.co.uk](mailto:senco.foxhole@kernowlearning.co.uk)

The Local Advisory Board member responsible for Inclusion is Mr Mark Lees .

Updated September 2023

**Cornwall's Local Offer can be found on the Care and Support in Cornwall website:**  
<https://www.supportincornwall.org.uk>

## Types of SEND provided for at the School 2023-2024

The range and numbers of pupils with special educational needs changes on an annual basis. In the last academic year, the following types of SEND were provided for:

- Speech, language and communication difficulties
- Autism spectrum disorder
- Learning and cognition disability
- Sensory processing difficulties,
- Behaviour, emotional and social difficulties
- Social, emotional and mental health difficulties

Cognition and Learning represents the most common area of difficulty for children attending Mabe School (43% of the Record of Need is pupils with Cognition and Learning as their main difficulty), with Communication and Interaction being the second most common area of difficulty for children at Mabe school (35% of pupils on the record of need have Communication and Interaction as their main difficulty). The direct employment of a speech and language therapist within our trust ensures that any difficulties highlighted by the class teacher or parent/carer can immediately be referred, assessed and appropriate intervention planned. We work closely with the Autism Disorder Spectrum Team and are able to seek advice, visits and assessment from them.

For any other form of SEND which has been identified, the class teacher and SENDCo, with advice from external agencies if appropriate, will devise and ensure appropriate targets are set and reviewed as stated.

## Services and organisations we liaise with to support our pupils with SEND

Regular liaison is maintained with the following external agencies for pupils at SEND Support as appropriate and pupils with Education, Health and Care Plans such as:

- Speech and language therapist (employed by the School)
- Educational Psychology Service
- Early Years SENDCo
- Autism Spectrum Disorder Team
- Social Care
- Occupational Therapy Service
- **Dreadnoughts**
- Family workers
- Community Paediatric Services
- School Nurse Team
- Child & Adolescent Mental Health Care Service (CAMHS)
- Education Welfare Service
- Early Help Hub

## **Admissions and Inclusion; identification and assessment of SEND; types of provision 2023-2024; pupil progress 2023-2024 according to RAISE; staff training and expertise in supporting SEND.**

### **Admissions and Inclusion**

- All the teachers at Mabe School are teachers of children with special educational needs & disabilities. As such, Mabe School adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. The school operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are afforded the same rights as other children. This includes those children with Education, Health and Care Plans and all pupils with additional and different provision.
- The National Curriculum will be made available for all pupils. Where pupils have special educational needs & disabilities a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and School resources before drawing on external support.
- The school will make provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.
- All staff and governors are responsible for the successful implementation of support to ensure success and achievement for all pupils.

### **Identification and assessment of SEND**

- The school offers a differentiated curriculum. When a pupil fails to make expected progress over a period of time, despite targeted interventions and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional & mental health difficulties; has sensory or physical problems; communication or interaction difficulties, the School will place the pupil at SEND Support and support that is additional to and different from the differentiated curriculum will be provided through an Individual Provision Map in a range of ways including:
  - Classroom organisation and management
  - In-class support by teacher/teaching assistant
  - Individual/small group work
  - Behaviour support programmes
  - Use of specialist equipment/resources
  - Adaptive Teaching
  - Sensory breaks

- The resources allocated to pupils who have special educational needs & disabilities will be deployed to implement these Individual Provision Maps (IPMs) at SEND Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.
- If a pupil does not make progress despite the School taking the action outlined, advice will be sought from the appropriate support services and the Individual Provision Map will be amended accordingly.
- If progress is still not achieved the child may be assessed, bearing in mind the County criteria, with a view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- Identification of special educational needs & disabilities will be undertaken by all staff through the SENDCo and the appropriate records and Children Schools & Families forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENDCo together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.
- The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. Individual Provision Map reviews will be held termly. Additionally, the progress of children with an Education Health and Care Plan will be reviewed annually, as required by legislation.
- Detailed records will be kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

#### **Types of additional and different provision for pupils with SEND 2023-2024**

- The School provides a variety of interventions which are needs-led. The pupils receiving interventions are assessed and monitored by their class teachers and staff carrying out specific interventions, overseen by the SENDCo. All interventions are monitored, and clearly defined outcomes are measured, both on a holistic basis as well as considering children's progress in the core subjects of English and Maths.
- Almost all children participating in these groups are making progress according to academic measures and holistic outcomes such as increased class participation and emotional regulation.

#### **Additional provision and intervention groups running through 2023-2024:**




1:1 support for pupils with complex SEND	1:1 and group delivery of speech and language targets
Accelerated learning small group work in core subjects	1:1 reading intervention
Personalised social/emotional programmes	Sensory Diet timetable and/or Movement Breaks
Personalised timetable	Funfit
SALT	Handwriting practice
Trauma Informed Schools	Specific SEMH support

### **Training and expertise of staff supporting SEND**




- The SENDCo has experience working with children with a range of SEND and is currently undertaking the KernowLearning/CELT Operational SENDCo Course. The SENDCo provides advice and support to all classroom staff to support pupils with SEND as well as communicating with external agencies to ensure pupils needs are met. The SENDCo refers to external agencies for additional advice where appropriate and has forged productive relationships with members of the ASD team and Educational Psychology Service who have had regular contact with our school throughout this year to support our SEND provision.
- The School benefits from the in trust expertise and support of a speech and language therapist, supported by a trained teaching assistant. The speech and language therapist is able to offer advice on a regular basis to the appropriate staff at the School on speech, language and communication issues.
- Staff have received training in areas such as: RWI 1:1 training, Language Links training, Bitesize TIS whole-school approach training. Staff have been offered Window of Tolerance training on Monday 2<sup>nd</sup> October 2023.

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

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

<p>Whole School approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>● Views and opinions of all pupils are valued.</li> <li>● Pupil voice is represented in all aspects of School: <ul style="list-style-type: none"> <li>○ Student council</li> <li>○ Class meetings</li> <li>○ Playtimes</li> </ul> </li> <li>● As well as meetings with teachers and other key members of staff including governors and subject leads during subject monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>● SEND pupils are included in all consultation groups.</li> <li>● Additional provision is developed in light of student voice and observed needs.</li> <li>● IPM targets are discussed and reviewed with pupils and parents termly.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual support is responsive to the views and needs of pupils with SEND.</li> <li>● Pupils' views and assessed needs are an integral part of TAC meetings, SEND and Annual Reviews including IPM meetings.</li> <li>● Pupils' views are incorporated into personalised curriculums which are represented by their Individual Education Plans (IPMs)</li> <li>● All documentation is presented in a format that is accessible to the pupil.</li> </ul>

## 2. Partnership with parents and carers




<p>Whole School approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The School works in partnership with all parents and carers. Advice can be sign posted by the Head of School and SENDCo.</li> <li>• Parents and carers are encouraged to participate in activities to support their children, the School and wider community.</li> <li>• Parents and carers are invited to attend all progress review meetings and respond to parental view questionnaires.</li> <li>• Pupils' progress reports are sent home annually and with termly parent consultation meetings.</li> <li>• Parents/carers know who to contact with a concern and ways to do this.</li> <li>• Face to face and/or phone call/email/dojo dialogue with parents is</li> </ul>	<ul style="list-style-type: none"> <li>• The School website provides ideas to support children's learning in addition to SENDCo page on dojo.</li> <li>• The SENDCO will provide ideas to both parents and teachers.</li> <li>• Parents are able to contact the School about their concerns at any time and arrange appointments to discuss matters with the appropriate members of staff.</li> <li>• If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children's needs and progress at least termly.</li> <li>• Parents are invited to attend information sessions about supporting their children at home.</li> </ul>	<ul style="list-style-type: none"> <li>o Parents and carers are actively involved in all TAC meetings and SEND or Annual Reviews where their views are integral to consultation and development of positive outcomes for their child.</li> <li>o Where appropriate, parents are given support to access multi-agency support and are involved in all relevant consultations.</li> <li>o All documentation is presented in a format that is accessible to parents.</li> </ul>

open between teachers/TAs and parents.




- School newsletters are shared on dojo weekly- all parents are able to access dojo.






### 3. The curriculum

<p>Whole School approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based.</li> <li>• The School incorporates learning through use of the local environment and outdoor learning including school trips.</li> <li>• Regular data tracking and pupil progress meetings identify pupils who need specific interventions.</li> <li>• The school has a whole school positive behaviour policy, with rewards and sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are needs led.</li> <li>• The progress of all pupils taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are adapted in light of pupil progress.</li> <li>• Small group interventions including personalised programmes such as:               <ul style="list-style-type: none"> <li>○ Read Write Inc 1:1 tutoring</li> <li>○ Speech and language programmes</li> <li>○ Fine and gross motor skills focused programmes</li> <li>○ TIS sessions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately differentiated to ensure achievement for pupils with SEND.</li> <li>• The School works in conjunction with appropriate external agencies to provide individualised and specialist provision where required.</li> </ul>




## 4. Teaching and learning

<p>Whole School approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school ensures quality first teaching to support the progress of all pupils.</li> <li>• The literacy programme, Read Write Inc (RWI), is taught in differentiated groupings to ensure appropriate targets and progress for all pupils. The majority of pupils in KS2 are taught literacy through talk4writing units, which usually last approximately three-weeks per unit.</li> <li>• Partner work is integral to all aspects of teaching and learning.</li> <li>• Lessons are planned to incorporate different learning styles and encourage thinking skills.</li> <li>• Pupils' work is live marked in the lesson to facilitate pupils' understanding of whether they have achieved the learning objective and support given during and after a lesson for next steps with learning.</li> <li>• Pupils self-assess their understanding and learning throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</li> <li>• Teaching assistant's/class teachers work with small groups to: ensure understanding; facilitate learning; foster independence; support pupils' focus and engagement.</li> <li>• Independent learning is supported where possible through the use of a range of technology such as interactive whiteboards, laptops, chrome books and iPads.</li> <li>• Special access arrangements maybe put in place for SATs at the end of year 6 following strict guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and differentiated work is provided to facilitate independent learning.</li> <li>• Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence.</li> <li>• Classroom adults create a triangulated approach of intensive support whilst continuing to promote and support independence.</li> <li>• Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.</li> </ul>




## 5. Self-help skills and independence

<p>Whole School approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Independence and self-help skills are instilled in all pupils from Foundation onwards.</li> <li>• Appropriate resources are available in all classrooms to promote independence, such as:               <ul style="list-style-type: none"> <li>○ Working Walls</li> <li>○ ICT</li> <li>○ Visual timetables</li> <li>○ Word banks</li> <li>○ Manipulatives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include:               <ul style="list-style-type: none"> <li>○ Small group support by the teacher or teaching assistant</li> <li>○ Additional visual support in the form of task boards/timetables.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Where appropriate, personalised visual timetables and NOW/NEXT task boards are utilised to support the development of independence.</li> <li>• Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The school Nurse service can also be consulted to further encourage independence in toileting.</li> </ul>




## 6. Health, wellbeing and emotional support

<p>Whole School approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Emotional resilience and well-being are considered fundamental to effective learning at the School.</li> <li>• The PSHE/SMSC (Jigsaw) curriculum is embedded in all aspects of the School's curriculum and includes all pupils. Regular PHSE sessions are held in each class and adapted to the needs of the pupils.</li> <li>• Risk assessments and safety policies are in place to ensure all children are safe within the School.</li> <li>• Routine hearing tests are conducted on all children in Y1.</li> <li>• Height/ Weight checks YF and Y6.</li> </ul>	<ul style="list-style-type: none"> <li>• Where appropriate, pupils participate in small intervention groups to promote self-esteem and emotional well-being. The type of provision will be planned according to need.</li> <li>• All staff provide additional support and advice to parents and carers who have concerns regarding their children's health and emotional well-being.</li> <li>• Intimate care policy in place to support children, parents and staff.</li> <li>• Supported through IPMs for some pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with specific medical conditions have an individual health care plan.</li> <li>• Additional support for pupils can be requested from specialist agencies such as: School Nurse Service; CAMHS; social care; Dreadnoughts; CLEAR.</li> <li>• TACs, Early Support meetings and Annual Reviews are supported by a range of agencies.</li> </ul>

## 7. 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 
<ul style="list-style-type: none"> <li>• All areas of the School are accessible to everybody.</li> <li>• Accessible equipment is provided according to need.</li> <li>• Pupils feel safe and secure in their environment and empowered to ask for help when required.</li> <li>• There is a designated 'Designated Safeguarding Officer' (and deputies) and a named teacher for Looked After Children</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• The rewards and sanctions system is applied consistently on a whole school basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialist equipment resources where appropriate.</li> <li>• Risk assessments to ensure safety of pupils and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Designated teaching areas are available, dependent on the specific needs of pupils.</li> <li>• Dedicated resources are matched to pupils' needs.</li> <li>• Quiet space available to reduce sensory overload.</li> <li>• Space available within the building for pupils who require this.</li> </ul>

## 8. Transition from year to year and setting to setting

<p>Whole School approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school provides excellent transitional arrangements with its local preschool and onwards to the local secondary schools.</li> <li>• The transitions from the local nursery settings are carefully planned and involve a number of visits by appropriate staff. New pupils are invited to visit the school on several occasions prior to entry to ensure a smooth transition to school.</li> <li>• The school has access to support for pupils during transition to Penryn, and Falmouth school.</li> <li>• Penryn and Falmouth Schools pastoral support staff also visit Y6 during the summer term. A whole school transition day is organised annually and children transitioning to alternative secondary settings will have transition days arranged. There is also a Year 5 transition/activity day in the summer term, to promote early transition.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCO liaises with all settings to ensure all information is shared to support successful transitions.</li> <li>• Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCO and Head of School liaise with the relevant settings to arrange additional transition visits for pupils who require a personalised transition programme.</li> </ul>

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| <ul style="list-style-type: none"><li>● Pupils regularly attend sporting events at Penryn School.</li><li>● Transitions between year groups are carefully planned, with full consultation between relevant teachers and transition visits arranged at the end of the academic year.</li></ul> |  |  |
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## Answers to Frequently asked Questions

1 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?

We use a variety of assessment strategies which are monitored regularly to ensure the progress of all children. If your child is not making progress, then a range of appropriate assessments will take place to ascertain the nature of your child's difficulties.

2. Who is responsible for the progress and success of my child in School?

The overall responsibility for your child's success lies with the Executive Principal and Local Advisory Board (governing body), supported by the Head of School, class teachers, the SENDCo, teaching assistants, yourselves and your child.

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

The School works in partnership with all parents and carers. Parents and carers are invited to attend progress review meetings. One written report is sent home each year. If your child has been identified and assessed as requiring SEND Support or an Education, Health and Care Plan, you will be invited to review your child's progress throughout the year. Individual Provision Map targets are devised in conjunction with the pupil and their parents or carers.

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

Our School has a family centred approach which promotes the emotional wellbeing of all of our pupils.

7. How do I know that my child is safe in School?

Risk assessments and safety policies are in place to ensure all children are safe within the School.

9. What SEND training have the staff at School had or are having?

Our SENDCo maintains up to date knowledge through attending termly meetings. Our SENDCo is currently undertaking the National Award for SEND. All classroom staff have received forms of training, where the need has been identified, in a variety of areas such as safeguarding, speech, language and communication difficulties and autism awareness.

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

Provision is made for all children to take part in all learning activities.

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

Appropriate resources, whether equipment or additional staffing, are available in all classrooms to help all children.

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

Additional and different provision for your child will be assessed and reviewed on a need basis. The School follows the graduated response outlined in the SEND Code of Practice (2014) where the 'Assess, Plan, Do, Review' cycle is employed to ascertain the type of provision required, its duration and outcomes are carefully measured. Your child may have specific and high level needs, which means they will only achieve good outcomes academically, socially and emotionally with continuous support and specialised, differentiated provision. In this case, the decision may be taken in consultation with you and external professionals, to apply for an Education, Health and Care Plan (previously known as a Statement of Special Educational Need).



15. Who can I contact for further information?

You can contact us at the School or SENDIASS (previously Parent Partnership) on: 01736 751921. The Care in Cornwall website (previously Family Information Service) also has a wide range of information on supportive organisations and useful contacts.

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

Please contact us at the School and we will answer any queries or concerns you may have. If you feel your need is still not being met, please refer to our complaints policy.

17. How is your local offer reviewed?

We will review our local offer annually, or when an unforeseen substantial change in policy necessitates a review of aspects of the offer.