



St John's Catholic Primary School
Trevu Road, Camborne, Cornwall, TR14 7AE
Tel: 01209 713944

Headteacher: Miss N Teixeira
head@st-johns.cornwall.sch.uk

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Our SEN information report

Date Spring 2015

All the teachers in the school are teachers of children with Special Educational Needs. As such St John's Catholic Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

Aims and objectives

- The governing body and Staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs: where the head teacher, SENCo or the appropriate governor has been informed by the LEA that a pupil has special educational needs, these needs will be made known to all who are likely to work with them. We ensure the inclusion of all children.
 - The staff and governors of the school are aware of the importance of identifying and providing for those pupils who have special educational needs, and those who are higher attaining. We support the professional development of all employees.
 - The Head teacher, SENCo, staff and governors will draw up and report annually on the policy and effectiveness of the school's work for pupils with special educational needs. We provide a rich, stimulating, and creative learning environment in which all children aspire and are enabled to reach their potential.
 - The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children in the school and the efficient use of resources. We create a friendly, caring atmosphere where all are valued and listened to, adults and children alike, involving parents as partners in the learning experience of their children.

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Frances Lobban

Contact details:

fran.lobban@st-johns.cornwall.sch.uk 07811369232 Mrs Lobban is a full-time member of staff. An appointment can be made via the school secretary for a Wednesday, Thursday or Friday afternoon.



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The levels of support and provision offered by our school

1. 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 
<p>The relationships between adults and children in school are based upon mutual respect.</p> <p>Personal, Social and Health Education (PSHE) and Citizenship is taught across the curriculum and isn't necessarily taught in a separate subject or in isolation.</p> <p>Circle Time provides an opportunity within the class to discuss issues of particular importance to children.</p> <p>Daily prayer and meditation provides an opportunity within the class to share and focus together on issues of particular importance to children</p> <p>The School Council provides a forum to air and respond to matters of importance to</p>	<p>Each class has at least one teacher and teaching assistant. This enables group work and interaction to take place on a regular basis.</p>	<p>We have a learning mentor. Some of her time is dedicated to working with individual children.</p> <p>Teaching assistants dedicate time at various times during the school day to listen to specific children's issues or problems.</p> <p>The school works with partner agencies to meet individual needs.</p> <p>It can also 'signpost' services (such as the family information service) to parents and carers. There is a SEN page on the school website, which offers generic information, in addition to information related to areas of need within the school.</p> <p>Children's views are sought during termly IEP meetings.</p>



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<p>children. Each class in Key Stage 2 has two representatives. Children's reading records are used as a two-way communication between school and home. Our curriculum includes an element of pupils' choice whenever possible – e.g. a variety of homework activities to choose from, choice of reading genres</p>		<p>Members of staff are trained to support pupils with emotional and social needs, in response to a specific need for a particular cohort. Training is arranged annually to support a specific area of need, in response to priority of need at the time.</p>
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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 
<p>We offer an open door policy where parents and carers are welcome any time to make an appointment to meet with head teacher, the class teacher or Senco to discuss how a child is getting on. We can offer advice and practical ways to help at home. We believe that a child's education should be a partnership between parents and</p>	<p>The school website signposts parents to specialised provision linked with specific areas of need. There is also a direct link to the school nurse.</p>	<p>If a child is on the Record of Need (priority SEN) he or she has an Individual Education Plan (IEP) which sets out individual targets. Parents, child, class teacher and Senco discuss the targets and parents are given a copy of the IEP. Senco is in school full time. The best time to see her without an appointment is after</p>



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teachers, Therefore we aim to keep communication channels open and communicate regularly, especially if a child has special educational needs. Children take home a reading record book daily so that comments from parents and teacher can be shared and responded to when needed. Parents are also invited to comment in the homework books which all KS2 pupils have. Formal parents'/carers' meetings are held towards the end of the autumn and spring terms. Other curriculum meetings may be held during the year. The school newsletter informs parents of information they need to know and it is published on the school website. It can be emailed home if requested. This is a fortnightly publication. Each child receives a report in July and parents are invited to respond to the teachers' comments. The PTFA is very active and always welcomes new members. They have a page on the school website. Parent governors seek to represent the

school. Preferable days for an appointment to be made are Wednesday or Thursday afternoons. If advice is requested from outside the school – for example from an Educational Psychologist or Speech and Language Therapist – parents are informed, invited to complete a referral with the class teacher or Senco, and to meet the specialist and given a copy of reports written. A list of services we currently work with is listed at the end of this report



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<p>views of parents on the governing body. Governors are available to parents on request. The school secretary is available to daily to respond to parents' queries. Technology is used to promote cohesion between parents and school e.g. the school website, Class Dojo.</p>		
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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> 
<p>The Early Years curriculum forms the basis of work in the EYFS class. From Year 1 we teach all subjects of the National Curriculum and Religious Education to all pupils The RE follows a Catholic strategy, in line with our Academy directive. In the mornings, we focus on reading, writing and mathematics Our curriculum is topic based according to the government's 2014 revised national curriculum. This is taught within the Cornish Inspire curriculum, although some subjects are</p>	<p>Within each class, there is daily targeted support for groups of pupils in Literacy and maths. EYFS and KS1 run a streamed phonics program daily. Following termly assessments, intervention is provided to support pupils who need to make accelerated progress. Pupil Premium money is used to support these children (allocation of funds can be seen on website)</p>	<p>Teachers and teaching assistants work collaboratively to make adaptations to the curriculum for individuals who may need it to enable the school to be fully inclusive. Children with SEN are included in all areas of the curriculum wherever possible. For instance, specific arrangements may be made for a child with autism who finds assemblies difficult, so that he or she can participate alongside peers. Individual arrangements may be required when there are off-site activities or residential visits (camps). For</p>



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<p>taught discretely. Each class covers 3 – 6 topics per year. During the year there are times when national initiatives such as book week or Fairtrade fortnight generate activities throughout the school. There are also religious events such as May procession, Lent that generate a change to our curriculum. Extracurricular activities on site take place after school or during lunch times. These change throughout the year and are aimed at specific year groups.</p>		<p>example, special travel arrangements are made for pupils who require wheelchair access. Guidance from relevant professionals is taken into account. For instance, if the needs relate to a physical or medical condition, health specialists' advice is followed, and the curriculum is adapted to accommodate this. This can be identified on individual provision maps for all pupils with priority SEN.</p>
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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 
<p>All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs and abilities. Typically this might mean that in a lesson there would be three different levels of work set for the class; however on occasions this can be individually</p>	<p>In EYFS and Key Stage 1, children are divided into groups for the daily streamed phonics learning. In Key Stage 2 Phonics sessions are taught where appropriate. Spelling, Punctuation and Grammar lessons (SPaG) are also taught, and there is some ability grouping</p>	<p>Children who are priority SEN will have specific provision aimed at their needs; for example: Precision teaching, Daily reading, Dyslexia-supportive resources and Clicker. The provision is flexible and could be long-term and on-going or for a limited period. In cases</p>



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<p>differentiated. Lessons are adapted to enable curriculum access for EAL pupils. Teachers follow a continuous cycle of planning, assessing and reviewing lessons to ensure progress of all pupils.</p> <p>The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Regular assessments are made to track progress. Pupil progress meetings are held termly, to discuss strategies to support progress for pupils who are causing a concern.</p> <p>The marking of children's work in Key Stages 1 and 2 gives clear indication of successful learning, and guidance for next steps needed to make progress.</p> <p>Building Learning Power is a whole school initiative, to promote and encourage successful learning skills.</p>	<p>at these times.</p> <p>We offer a wide range of reading support. In addition to our core scheme, we offer supplementary reading material to support pupils who find learning more challenging, and a graded free reading books selection for more able readers.</p> <p>Funfit – a programme to develop gross and fine motor skills - is provided for specific children, selected by teachers – if school concerns, parents – if there are specific issues identified at home, or following specialist advice.</p>	<p>where the need is greatest (those with a statement of SEN or an EHC Plan), children will have additional support in the form of teacher or teaching assistant time. This may be 1:1 or small group, usually within but sometimes outside the class. Advice and guidance from outside agencies is taken into consideration when meeting the needs of these pupils.</p> <p>We have a sensory and quiet room. This is set up to meet the specific needs of a pupil with complex and server needs, following advice from specialists. This can also be a clam/ quiet area for pupils with emotional or other needs that would benefit from this space.</p> <p>We have a lift or ramps to facilitate mobility for wheelchair users to all areas on site, inside and outdoors.</p> <p>We offer an adapted cloakroom for personal care for pupils who require this.</p> <p>Specific resources may be provided such as sensory cushions, coloured reading overlays, sloping desks or computers.</p>
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5. Self-help skills and independence

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<p>We aim for children to become independent learners, well prepared for the secondary phase of education when they leave St John's School in Year 6. Children are expected to take more responsibility for their own learning, their behaviour and their possessions as their age increases. Within each class, monitors take responsibility for different jobs. A vote is taken for representatives from each on the Kids' Council (KS2). In Year 6 children apply for whole school Head boy and Head girl.</p> <p>Children fulfil the role of servers at lunch Times and support EYFS at playtimes.</p> <p>Trips and camps, especially residential visits, promote the skills of independence.</p> <p>Good behaviour for learning in classrooms is Emphasised, and encouraged via 3 simple and encompassing whole school rules.</p>	<p>Social skills sessions may be held for particular groups of children. Trained staff are available within the school. Within the class, teachers and teaching assistants encourage independence, especially if there is a danger of children becoming over reliant on support.</p>	<p>We recognise that children who have particular needs – linked to learning, physical, behaviour or emotional difficulties – will need additional and specific support. Nevertheless, the expectation is that children learn to be as independent as possible. This is achieved through clear guidance as to what is expected and emphasis on the child's use of strategies which will help to achieve this. We have a skilled learning mentor to support individual children. During play and lunch breaks members of staff monitor children who find these times particularly difficult. We currently employ a sports coach to work with each KS1 and 2 class each week, to develop team ship and fair play skills.</p> <p>Some children are given additional technology support such as laptops and</p>



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<p>There are monitors in each class and other responsibilities around the school undertaken by pupils. Children contribute to the selection of charities to support throughout the year, and contribute to the organising of fund-raising. We are a Fairtrade school, and annually participate in Fairtrade fortnight, with close liaison with the local Fairtrade lead for the town.</p>		<p>adapted computers to facilitate independence.</p>
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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> 
<p>Personal, Social and Health Education (PSHE) and Citizenship is taught across the curriculum and isn't necessarily taught in a separate subject or in isolation. All classes have 'Circle Times' when children listen to each other and make feelings known. The School Council is a forum when children's views can be expressed by their peers.</p>	<p>The 'Friendship Bench' is set up to help children to mix socially at break times. Healthy eating is encouraged. Parents are asked to provide a healthy packed lunch, and new parents are provided with information of how to provide this.</p>	<p>There are teaching assistants and teachers in the school who have an expertise in supporting children with emotional and social difficulties, and bereavement. Some of these children may be offered 1:1 or small group opportunities to help them with specific difficulties. Resources in school such as SEAL, the Boxall profile</p>



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<p>We have a weekly celebration assembly in addition to prayerful liturgical whole school gatherings. Mary Haynes, Parent Support Advisor, is available to all parents. A healthy lifestyle is embedded in the curriculum. Extra curricular clubs encourage children to lead a full and active life. Kids' Club is available to all. There are Induction hearing loops in most classrooms Wake and Shake at the start of the school day helps children to be alert and ready for lessons.</p>		<p>may be used. The school nurse is available to discuss health issues with a family. This is on the SEN page of the website. If a child has a specific health need, we make special arrangements for this if possible.</p>
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7. Social Interaction opportunities

<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> 
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<p>Residential opportunities take place for Y 4, 5 and 6 pupils. Extra-curricular activities can offer opportunities to interact with children from all classes. Circle time allows children to raise social issues. Daily activities in each class involve social interaction – e.g. paired or group discussion is an integral part of many lessons. Events which involve school, community and Parish events (such as Trevithick day, harvest festival and Parish events) promote interaction across the age groups. We recognise the importance of anti-bullying strategies at all times but these are particularly highlighted during Anti-bullying Week. Parents and grandparents are invited to share school events, such as end of year social, sports day, harvest shared supper</p>	<p>Play leaders from older KS2 classes organise break time games and activities. Social skills groups may take place when the need arises. Play leaders interact with younger children. Participation in the local schools multi-skills sport event, and an extra-curricular annual sports event for fellow academy schools in the diocese provides opportunities to join other schools, in competitive and non-competitive contexts.</p>	<p>For the minority of children for whom there is a significant and different need, outside agencies are involved. 1:1 supervision at break times and trips may be employed.</p>
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8. The physical environment (accessibility, safety and positive learning environment).

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<p>The school is single storey. There is a lift and ramps which make all areas on site – indoor and outdoor - accessible to everyone including people in wheelchairs. The outdoor learning classroom in the school grounds is an alternative environment to the main school. There are 2 toilets adapted for disabled people: 1 for adults, and one for pupils. The latter also is adapted for personal care. The outside area is accessible to all as a play and learning environment. There is a playground, gardens, soft play area, wooden adventure play area and seating. A variety of resources such as large construction equipment can be used for imaginative play on the school field. We also provide music (classical or pop) at lunchtimes. Rules about behaviour and risk assessments make the building and grounds as safe as possible. There are trained first aiders in case of injury. Opportunities to use the outdoor environment are taken.</p>	<p>Children are encouraged to use 'Friendship Benches'. Children's concerns are responded to – e.g is raised with School Council</p>	<p>Specific resources and adaptations to the school are made in the case of individual need. Specific arrangements are made for individual pupils – e.g in the case of allergies or other medical conditions. All staff are aware of pupils with medical needs: photos and information is displayed in the canteen, staffroom and in each class. Specific risk assessments are made for some individual pupils – e.g. when swimming or when going on trips outside the school.</p>



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<p>Our creative curriculum reflects the world around us and displays reflect a range of people, religions and cultures. We are fortunate in having spacious and well laid out grounds. 'Small equipment' activities at lunch times allow children to make the most of them.</p>		
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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 
<p>The EYFS Teacher liaises with pre-school staff prior to transition, and other settings. The EYFS and Year 1 teachers provide structured opportunities to make transition smooth. 'Meet the teacher' sessions at the beginning of each academic year give parents the opportunity to ask questions. Children meet and spend time with their new teachers during the summer term. The Y6 teacher liaises with representatives of</p>	<p>For groups of children who need additional transition support, this will be organised with the receiving school. Sports events and festivals (e.g. Inclusion events) prepare children for secondary school. The EYFS teacher, and when appropriate, the Senco visits children in settings other than the on-site preschool, prior to admission.</p>	<p>The Senco liaises with pre-school staff and with the Sencos of secondary schools to which children transfer. If children transfer to or from St John's school during the year, contact will be made with relevant Sencos of those schools. For individual children who need additional transition support, this will be planned with the receiving school or within our school. For children who have a statement or</p>



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<p>all secondary schools to which children transfer. Pre-school children have planned opportunities to come into the EYFS class prior to formal entry. Parents are involved in this process. Planned transition activities take place during the summer term with each receiving school. Parents are informed about these and may have the opportunity to become involved.</p>		<p>EHCP, particular focus at Year 5 and Year 6 is given to transition arrangements, during their annual review. A teacher from the receiving school is always invited to take part in the process. Possible transition difficulties may be addressed through a child's IEP.</p>
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>Mrs Frances Lobban "The National Award for SEN coordination" 2012</p>	<p>Mrs Frances Lobban "The National Award for SEN coordination" 2012</p>	<p>Mrs Frances Lobban "The National Award for SEN coordination" 2012</p>



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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Service	Educational Psychologists assess and observe children and assist school with meeting the needs of identified children on the Record of Need. They may write reports following a visit. When an Educational Psychologist sees a child in school, parents are informed and usually invited to a meeting. Educational psychologists also give training to teachers.	Sali Kew-Jones skew-jones@cornwall.gov.uk
Behaviour Support Service	Behaviour Support Service	Neil Goddard ngoddard@cornwall.gov.uk
Dyslexia Service	Dyslexia Advisers may be called in to observe a child in class and to help the school and parents devise strategies for support. Advisers run courses and can help with whole staff training. They are involved in helping schools to become 'dyslexia friendly'.	Jane Trapmore jtrapmore@cornwall.gov.uk dyslexia@cornwall.gov.uk
Physical Disability Service	This service offers support for children who have a physical disability and may provide special equipment.	Wayne John wjohn@cornwall.gov.uk
Speech and Language Therapy Service (SaLT)	Speech and Language Therapists assess children to determine their speech and language difficulties and review progress. Goal sheets and advice are provided for schools and parents.	Katie Dyer kdyer@cornwall.gov.uk
Occupational Therapy Dept, RCH	Occupational Therapists observe and assess the needs of specific children and give advice as to the support needed at school and at home. Sometimes they provide specialist equipment.	Royal Cornwall Hospital Treliske Truro TR1 3LJ
Physiotherapy Dept, RCH	Physiotherapists observe and assess the needs of specific children in terms of physical development and	Royal Cornwall Hospital Treliske



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	give advice as to the support needed at school and at home. They may provide a programme of exercises to follow.	Truro TR1 3LJ
School Nurse		
Vision Support	All children in the Reception Year have a vision screening test. Professionals offer advice to overcome barriers to education caused by loss of vision.	Through Cornwall Council's Children, Schools and Families department http://www.cornwall.gov.uk/education-andlearning/special-education-needsdisabilities-inclusion-(sendi)-services/vision-support-team/
Hearing Support	All Year 1 children have a vision screening test. Professionals offer to work with children in school and provide advice linked to educational issues arising from hearing difficulties.	Through Cornwall Council's Children, Schools and Families department http://www.cornwall.gov.uk/education-andlearning/special-education-needsdisabilities-inclusion-(sendi)-services/hearing-support-team/
Autism Advisors	Assess and observe children and assist school and families in meeting the needs of children with autism.	ASD assessment team Royal Cornwall Hospital Treliske Truro TR1 3LJ
Child and Adolescent Mental Health (CAMHS)	Professionals assess children who have been referred to them for an emotional or health need. They diagnose conditions such as ADD or ADHD. Support is sometimes provided for schools and families following diagnosis.	Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro TR1 2JA
Medical professionals	GPs and paediatricians may provide reports for schools which give information and sometimes guidance.	
Social Care	Children and families may have a family support worker who can offer support at home and/or at school.	
Healthy Schools Team	Provide INSET to support Healthy Schools	Healthy Schools Partners:



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		Kate Pordage and Jilly Parkinson The Kernow Building Wilson way Pool TR15 3QE
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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?

Teachers continuously assess pupils' progress, through their performance in class on a daily basis and through more formal means such as tests. Children whose level of attainment is below that which is expected and is a cause for concern are identified. Some children arrive at school with a diagnosis of a specific condition (e.g. Down Syndrome or Asperger's Syndrome). If it is felt that the child's difficulties need to be addressed through an individual education plan, this will be discussed with parents/carers. If parents/carers have concerns, they are encouraged to discuss these with the class teacher, senco and/or headteacher.

2. Who is responsible for the progress and success of my child in school? Class teachers, supported by teaching assistants plan for and monitor the progress of pupils.

The headteacher takes an active role in ensuring all pupils do as well as they can in school and the Senco has a particular responsibility for monitoring the progress of those designated as having special educational needs. Success at school also depends upon the nurture given by parents and carers.

3. How will the curriculum be matched to my child's needs?

The school follows the National Curriculum 2014 set out by the Department for education <https://www.gov.uk/government/collections/national-curriculum> . The school follows the God Matters strategy for religious education as directed by CAST. Teachers take account of the range of abilities and individual needs when planning



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for their class so that appropriate support can be put in place where it is needed – for instance a child with a physical disability may need a supporting adult during a p.e. lesson. In literacy and maths and other lessons where needed, work is differentiated by the teacher to suit different abilities. Teaching assistants are deployed to give additional support to groups or individuals.

4. How will school staff support my child?

The type of support given will depend on the age of child and his or her particular need and circumstances. All school staff do their best to help children to become confident and independent – academically and socially.

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

Annual written reports are sent out at the end of the summer term. There are formal meetings in the autumn and spring terms. Parents and carers of children who are on the school's record of need are invited to meetings each term to review progress and set new targets. The school's website includes ways to support children at home. Parents or carers who wish to discuss specific issues relating to their children are welcome to make an appointment to see the class teacher, headteacher or senco.

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

The school motto is 'in Jesus we live, love and learn together'. This encompasses the whole of the school community. All staff, including lunchtime supervisors, co-operate and collaborate to ensure that every child thrives. We respond to parents'/carers' concerns. Where a specific need has been identified – e.g for emotional support, a mentoring programme can be put in place.

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

Health and Safety is a school priority. Statutory checks are made of the building and equipment. Fire drills are held regularly. Policies on bullying and safeguarding are implemented. Governors make routine investigations.

8. What specialist services and expertise are available at or accessed by your school?

Please refer to the relevant section of the school's offer



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

Senco has achieved the national award for SEN coordination. Termly SENCo networks provide updates and sharing of good practice. Staff training is annually updated. During the last two years, whole staff training has included positive behaviour management

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

As an inclusive school, we expect every child to take part in all the activities planned for the class. If adaptations need to be made – e.g for an extra adult to be included to support a pupil, the school puts this in place. If participation in an event or activity outside the school is likely to put the child or others at unacceptable risk (for instance because the child is likely to disobey safety rules), parents or carers will be consulted as to the course of action.

11. How accessible is the school environment?

Please refer to section 8 of the school's offer

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

Please refer to section 8 of the school's offer

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

Decisions are made by the headteacher, in consultation with senior management team and governors.

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

Children who have a Statement of Educational Needs (currently being phased out) or Education Health and Care Plan will normally have a number of hours teaching assistant support, depending on the level of need. Children who have been identified as having special educational needs receive additional support from the teachers, teaching assistants or senco. Decisions about deployment of staff are made at classroom level by the teacher. The headteacher, in consultation with senior management team, makes decisions about staffing within the budget available. A collaborative approach is employed



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about the type and level of support. Each half term, every pupil on the record of need is discussed by staff. Adaptations to the support is flexible and may be increased or decreased. Programmes such as Funfit run for a specific number of weeks for a limited number of children most likely to benefit.

13. Who can I contact for further information?

Acting Headteacher (Nicky Teixeira), Senco (Fran Lobban), SEN Governor (Becky Wheeler)

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

Please contact the headteacher or a governor to make your concerns known. Alternatively, contact Parent Partnership on 01736 751 921

15. How is your local offer reviewed?

The school's local offer will next be formally reviewed by staff and governors annually. Parents and carers are welcome to contribute to this review. If matters arise before the date of the formal review, please contact the Headteacher or SENCo.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrenergicdirectory.org.uk>