



St Just Primary School

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

October 2026

Aspirations and achievement together One and all

St Just Primary School is a school which prides itself on its inclusive ethos and the efforts we make to ensure every child can access the curriculum, including extra -curricular activities and outside visits. We aim to meet the individual needs of all our children through quality first teaching but we also identify additional needs early and offer a range of intervention programmes targeted to meet those needs either individually or in groups. We have highly motivated teachers and support staff with much experience and training relating to a wide range of SEND. We also work closely with outside agencies to ensure that every child has the opportunity to learn and make progress.

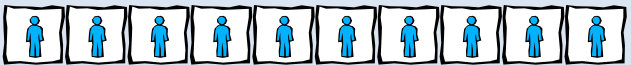
See Equality and Diversity
Policy and Plan on school
website

See Access Management Plan
on school website

Name and contact details of the Interim Special Educational Needs and Disabilities Coordinator: Miss S. E. Downing 01736 788478

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"> • The views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of school. • Pupil voice is heard through: <ul style="list-style-type: none"> - The School Council - Subject Ambassadors - Mental Health Ambassadors - Questionnaires - School Council postbox travels to a different class each week and opportunities such as 'I wish my teacher knew...' writing activities 	<ul style="list-style-type: none"> • Pupils with SEND are consulted when appropriate in planning the provision made for them. • Additional provision is developed as appropriate in light of pupil voice, e.g., Lunchtime Friendship Group, Circle of Friends, Lego Therapy / Club, Draw and Talk, Thrive approaches, SPACE. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil – pupils are fully involved in the development of, for e.g., Relational Support Plans, personalised rewards and sanctions. • Pupil's views are an integral part of TAC meetings and SEN reviews. Pupils are encouraged to attend their annual review meeting and make a contribution decided upon by themselves. • Pupils are supported by a key person if necessary. • Advocacy would be available, through organisations such as Barnados, for any pupil if required. • Individual Learning Plan targets are decided upon / shared with individual pupils and may be presented in an alternative child friendly format e.g. sticker charts, 'Catch me cards' etc when appropriate. • One Page Profiles – for pupils on the Record of Need and others for whom

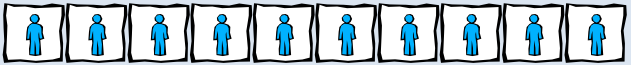
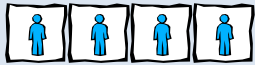
		<p>adaptations have to be made. Pupils are encouraged to contribute, including stating how they like to be supported.</p> <ul style="list-style-type: none"> As part of transition to secondary schools Y6 pupils are involved in thinking about what should be included on their Learning Passport and which Unlocking Learning strategies work best for them, where appropriate. Pupils who receive 1:1 sessions with the Thrive practitioner help to shape the provision made for them.
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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> 
<p>The school works in partnership with all parents and carers.</p> <ul style="list-style-type: none"> Parents are able to contact the school re concerns at any time. Parents are encouraged to engage in daily reading and other homework activities. Parents are encouraged to join in with school activities, e.g. attending school events i.e. special assemblies, meet the teacher events, trips etc. Reading Record books. 	<ul style="list-style-type: none"> Phone calls / letters home re group interventions e.g. SPACE, EMHP Friendship Group and so on. Information sessions about supporting their child at home – in the past we have run regular SPACE (Supporting Parents and Children Emotionally) Programmes, alternating between face to face and online sessions. IN (Individual Needs) Crowd has run in recent years– for parents of pupils on the SEN Record of Need or those 	<ul style="list-style-type: none"> Parents / carers are supported in completing forms for referrals. Parents / carers are supported when attending, and are actively involved in, all TAC meetings and SEN reviews. Parent / carer's views are an integral part of TAC meetings and SEN reviews. Individual Learning Plan meetings. Family Support worker / Education Mental Health Practitioner / School Nurse.

<ul style="list-style-type: none"> • Home / school books. • Documentation is presented in a format that is accessible to individual parents. • Newsletters and other notices and reminders – sent via email and on the website (paper copies of the Newsletter can be requested at the school office). • Curriculum Information letters. • Curriculum Information events / leaflets – in the past we have held an information evening focusing on the Age Related Expectations for each year group and more recently have produced leaflets that clearly set out the expectations, one for each year group. • We have an information leaflet on ‘What we can do together to support your child if they’re struggling with reading.’ • Reports to parents. • Opportunities to share Learning Journeys / Pear sheets in the Foundation Stage. • Open Afternoons. • Emails from Arbor. • School website. • Parents Evenings. • New parents meeting. • Home visits during transition into the Foundation Stage. • Fundraising Events. • Open door policy in the Foundation Stage. • Specific appointments made on request. • Parents are able to approach Local 	<p>parents with an interest in finding out more about a particular need. Focuses have included Autism / SEN Jargon / Anxiety etc. and also more informal ones where parents have been able to get together and support each other.</p> <ul style="list-style-type: none"> • SEND Parent’s Leaflets – DfE, County and school versions. 	<ul style="list-style-type: none"> • 1:1 consultation with staff – Headteacher, SENCo, Thrive practitioner. • Regular contact maintained with the parents of those pupils on the Record of Need, both with an Education Health Care Plan (EHCP) or an Individual Learning Plan (ILP).
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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> 
<ul style="list-style-type: none"> • Enquiry-based curriculum, formulated with the 3 i's in mind (intent, implementation and impact), and carefully written to ensure coverage and progression but also that regardless of their ability and / or additional needs (including medical), all pupils have full access to the curriculum. • Planning ensures appropriate challenge for all pupils regardless of individual needs. • On-going assessment of pupil's progress and attainment. • Assessments (including Renfrew Language Scales, Blank Level Test, Dyslexia Screening Test and Backward Digit Span etc) are used to identify pupils who need specific interventions. • EYFS Curriculum delivered through Prime and Specific areas of learning. • ICT taught discreetly including online safety through Common Sense Education, now supported by the 	<ul style="list-style-type: none"> • Intervention packages are individual and are based on the pupils' observed and assessed needs. • Exit criteria / desired outcomes are set before an intervention begins and the progress of the pupils taking part is measured at least half termly. • Intervention packages are adapted based on the progress that a pupil makes over a half term. • Small group interventions include: English interventions with a focus on reading, comprehension, spelling, writing etc Maths interventions with a focus on the four operations Phonics Fine Motor / Handwriting Communication and Language Listening and Attention Memory Funfit – promoting fine and gross motor skills Social skills, e.g. Friendship group, 	<ul style="list-style-type: none"> • Pupils are supported in accessing all activities, both within areas of the curriculum and extra-curricular regardless of their SEN and / or disabilities. For example, a pupil with behavioural difficulties is given the support they need to go on trips or a Residential camp. • A Curriculum Adaptations document for each subject states the additional and different provision that can be made to ensure that all pupils, regardless of their individual needs, can access the learning in all subject areas. • One page profiles communicate the specific adaptations necessary for individual pupils to access all of the curriculum. • Pupils with special needs and / or disabilities can access the curriculum with adult support as appropriate. • 1:1 interventions include:

<p>Advantage Project iPads for all pupils in Year 5 and 6.</p> <ul style="list-style-type: none"> Widgit - Visual language system of simple, colourful pictorial symbols used alongside, or as an alternative to text, to help people read, write, and communicate is being introduced and will be used, amongst other uses, to support access to the curriculum. 	<p>Circle of Friends when necessary SPACE (Supporting Parents and Children Emotionally) after school club to foster healthy coping strategies and promote emotional wellbeing</p>	<p>Five minute boxes Minute a day – Maths and Phonics Reading – including comprehension Speech and language Reduced timetable in exceptional circumstances, e.g. for medical reasons etc</p> <ul style="list-style-type: none"> Adaptations to curriculum resources include: pencil grips, writing slopes, caring cutlery, fiddle objects and wobble cushions. The school environment is accessible to all, including individuals with limited mobility – there is ramped access to all main entrances and where there are steps inside the school there is a hand rail to assist people's use.
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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"> The whole school uses a 'dyslexia-friendly' approach to teaching and 	<ul style="list-style-type: none"> Class teachers and Teaching Assistants share information and 	<ul style="list-style-type: none"> Individual Learning Plan / Interventions recorded and tracked on Insight /

<p>learning where the pupils' starting points dictate the carefully planned teaching and outcomes in order to ensure the progress of all pupils. Each class has a 5Bs Box with dyslexia friendly resources that can be accessed by all pupils.</p> <ul style="list-style-type: none"> • Lessons are carefully planned to include clear stages and regular progress checks and cater for different learning styles. • In certain subjects distinct groupings are identified in each class. They may be different for different subject areas and may be fluid and change regularly depending on the subject and pupils' previous attainment. • Learning objectives / success criteria are displayed and are often discussed and agreed upon with the pupils. "We are learning to ..." • Learning objective strips, which are stuck into the pupils' books, encourage pupils to reflect on their own learning. • Pupils are encouraged to have a 'can do' attitude and to challenge themselves. Resilience is fostered and the language associated with it is explicitly referred to. • Pupils receive effective oral and written feedback, noting what they did well and their next steps. • Ongoing assessments of pupils' progress and attainment. • Effective use of ICT across the curriculum, supported by the iPads in 	<p>lesson plans to ensure that the curriculum is adapted for pupils with SEND.</p> <ul style="list-style-type: none"> • Class teachers plan deployment of the adults in the classroom to ensure that all pupils, including SEND pupils, get their fair share of teacher time. • Teaching Assistants are encouraged to be fully involved in monitoring pupils' attainment in lessons and identifying when further reinforcement is required in groups or class or when they are ready for their next step. Classes do it in different ways, for e.g. TA feedback forms, making time to talk, annotating planning, using post-its, having an intervention / follow-up / next steps board etc. • Teaching Assistants / class teachers work with small groups to: ensure understanding facilitate (scaffold) learning foster independence keep pupils on task • If the class teacher is working with a small group the Teaching Assistant supports the class with tasks already set by the teacher. • Teachers are responsible for all interventions, including those delivered by skilled Teaching Assistants. Interventions are planned and reviewed by both the Class teacher and TA. The use of Insight is being developed as a way of recording the interventions that are 	<p>Catch Me Cards.</p> <ul style="list-style-type: none"> • Curriculum adaptations are made when appropriate. enabling independent learning where needed. • One-to-one support is put in place for pupils who need more intensive support. • Whilst it is our intention for all pupils to remain in their classroom for the majority of the time, there are times when they may be taught outside of the classroom, most often with a designated Learning Support Assistant in a quieter and less distracting environment, or on occasion in a more appropriate learning environment, for example the Foundation Stage or 'The Treehouse' (a calming and regulating space). • Advice and guidance is sought from outside agencies as appropriate to inform / enhance teaching and learning, including from Specialist SEND Information, Advice and Guidance (SIAG), the Cognition and Learning Service, the Autism Team, as well as Speech and Language Therapists, Teachers of the Deaf and Educational Psychologists etc. • Medical plans and Education Health Care Plans where appropriate. • Yellow paged exercise books allocated to identified pupils.
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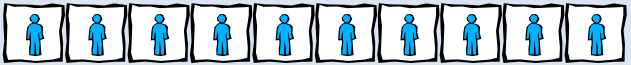
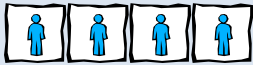
<p>Year 5 and 6.</p> <ul style="list-style-type: none"> • There is consistency in the teaching and learning environment throughout the school, in terms of displays and how resources are stored and accessed. • Each classroom has an English and Maths display board, which include key vocabulary and key terms. These are changed / added to and are discussed regularly. • Maths Mastery Approach is employed across the school with a reliance on consistent concrete and pictorial resources and a common vocabulary and language. • Visual timetables. • Alternative ways of recording are used. • Emphasis on tiered vocabulary throughout the school helping to close the language gap. • Widgit symbols being introduced to support access to all aspects of teaching and learning. • iPad passport being introduced in Years 5 and 6 to enhance pupil knowledge and skills in using the different Apps. 	<p>taking place and to record the clear and measurable outcome to any intervention.</p> <ul style="list-style-type: none"> • Independent pupil learning is supported by the use of technology, for example: Laptops iPads Talking Tins • Special arrangements are put in place for SATs (readers, additional time, etc) • Homework support is available. • Staff knowledge of different types of SEND is continuously reviewed and all staff attend appropriate courses / INSET opportunities in order to improve their knowledge of Special Educational Needs. 	
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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"> • Pupils use the 5Bs prompts (displayed 	<ul style="list-style-type: none"> • Where Teaching Assistants are in the 	<ul style="list-style-type: none"> • Teaching / Learning Support

<p>in every classroom) in lessons – book, brain, board or box and buddy before asking the ‘boss’.</p> <ul style="list-style-type: none"> • A box (5Bs) of dyslexia friendly resources is available in all classrooms, containing overlays, highlighters, and dictionaries etc which promote independence and self-help strategies. • All pupils have access to homework support. • Consistent routines and behaviour expectations are established / adhered to by all staff. • Workshops and assemblies promote pupil safety, in terms of beach safety, fireworks, sun safety, bikeability and so on. • Widgit symbols being introduced to facilitate more independence for pupils in all aspects of school life. 	<p>classroom they facilitate independence.</p> <ul style="list-style-type: none"> • Pupils have personalised equipment to help them to learn, such as multiplication grids, phonic and word mats, number lines, talking tins, overlays and timers. • Pupils have access to: <ul style="list-style-type: none"> - visual timetables - learning mats - task boards - catch me cards - prompt cards - traffic light system - ‘time out’ signal 	<p>Assistants working on a one-to-one basis 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, e.g. asked peers, checked books etc.</p> <ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when, and if, the Teaching / Learning Support Assistant is absent. • Personalised task boards and timetables are used to support independence. • Individual plans, i.e. Relational Support Plans / Individual Learning Plans target individual pupils needs. • One Page Profiles encourage pupils to think about how they like to be supported etc.
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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> 
<ul style="list-style-type: none"> • The school have named Mental Health and Well Being leads who attend relevant training and network meetings. • Courses for parents have run in the past – Supporting Parents and Children Emotionally (SPACE) and, Children and Young People SPACE courses continue to run regularly as an after school club. • Four staff have completed Mental Health First Aid training. • Previous TA training on Anxiety. • Provision is made for pupils with wellbeing, emotional, physical and mental health needs. • Members of staff have completed Restorative Justice training. • Restorative Justice trained staff can call upon their training to support pupils' in identifying their feelings and needs in different situations and to manage their own disputes. • Pupils have access to the school nurse through a referral process or via their Chatline. • Bereavement counselling is available and two members of staff have been trained by Penhaligon's Friends as Bereavement Champions. • Pre-bereavement and supporting pupils with parents with a diagnosis of cancer 	<ul style="list-style-type: none"> • Staff are available at lunchtimes to provide support. • Time limited and monitored groups can address: <ul style="list-style-type: none"> - self esteem - social skills - life skills - anger management • Emphasis on building resilience and emotional well-being. • Risk assessments are carried out. • There is a P.E. Co-ordinator and a variety of extra-curricular clubs. • The views of learners across the school are obtained. • Incredible 5 point scale used when appropriate to scaffold discussions around emotions. • Pupils are routinely identified for group interventions with a well-being focus. e.g. Journalling for Wellbeing, group sessions with the Education Mental Health Practitioner etc. 	<ul style="list-style-type: none"> • There is a named CIC / Designated Teacher. • TACs, Early Support meetings and reviews are supported by a range of agencies. • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - Early Help Hub - CAMHS - Social Care - School Nurse - Dreadnought - Penhaligon's Friends - Music / Play Therapy -CLEAR etc. • Pupils with specific medical conditions have individual health care plans and there are staff in school specifically trained to manage their conditions and administer medication when appropriate. • Staff have recently completed Price Training which supports organisations in how to respond positively to behaviours of concern. • Occupational Therapy / Physiotherapy guidance is incorporated into classroom practice when appropriate. • Pupils are supported 1:1 by a Thrive practitioner when appropriate. • Mentors appointed to specific pupils when

<p>training through Macmillan The Cove completed by three members of staff. Cancer box with resources to support pupils now in school.</p> <ul style="list-style-type: none"> • Pupil issues are dealt with by trained staff, as they arise. • Risk assessments are conducted for the school site and equipment, certain activities and all trips and residential camps. • There is a positive learning environment with excellent staff role models. • A body of staff is trained in First Aid and the safety of all pupils • All staff have completed allergies training and how to use an EpiPen. • Two members of staff are trained Thrive / Trauma Informed Schools (TIS) Practitioners and one more is completing a Thrive Apprenticeship. • Whole school decisions are made, and provision is established, considering a Trauma Informed / relational approach. • A calming and regulating room 'The Treehouse' has been created in the Library as another means of supporting pupils' health, well-being and emotional support. • A member of the SLT has successfully completed the DfE funded programme to become a Senior Mental Health Lead, • The school has access to the Mental Health Support Team and pupil referrals can be made for an Education Mental Health Practitioner to work with individuals. • The school has access to a trainee Counsellor (soon to be two). 		<p>appropriate.</p> <ul style="list-style-type: none"> • Individual Risk Assessments written for pupils as necessary.
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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
		
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction, regardless of need. • All pupils are invited on trips and visits. • KS1 and KS2 pupils mix during some playtimes and lunchtimes. • Pupils have opportunities to network with pupils from other schools including secondary pupils. • Pupils have opportunities to interact with visitors to the school. • All pupils are encouraged to attend extra-curricular clubs. • Widgit symbols being introduced to support all aspects of communication. 	<ul style="list-style-type: none"> • Lunchtime Friendship Group for targeted pupils. • Reading buddies established across the school help younger pupils that need support and reinforcement. • Circle of Friends / buddies for vulnerable pupils. • Talking Partners / Socially Speaking / Time to Talk / We Thinkers! / Lego Therapy. • Group targets for Social groups. 	<ul style="list-style-type: none"> • Pupils are individually supported by Teaching Assistants. • Teaching Assistants can use social stories with individual pupils. • Alternative means of communication are employed when necessary, e.g. Makaton. • Teaching Assistant trained as an Autism Champion able to provide advice and support to colleagues and parents.

8. 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"> • All areas of the school are accessible to everyone including those pupils with SEND – there is an Accessibility plan in place. • All classrooms are wheel chair accessible. • Pupils feel safe in an environment where 	<ul style="list-style-type: none"> • Opportunities exist to eat lunch away from the canteen if required. • Non-slip, non-breakable equipment. • Some toilets are adapted by height and additional steps and toilet seats 	<ul style="list-style-type: none"> • Specialist equipment enables pupils to be independent, e.g. left-handed scissors, caring cutlery, writing tools and resources, wobble cushion and so on.

<p>bullying is absolutely minimal and dealt with effectively. The school sometimes has an Anti-Bullying focus which emphasises friendship. Online safety is also promoted through staff and pupil training and parent newsletters.</p> <ul style="list-style-type: none"> • There is a named Designated Safeguarding Lead and deputies and there is a designated LMC member and a named 'Child in Care' / Designated teacher. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. It is rooted in the Trust wide, and school adopted, relational based Behaviour Policy. • Each classroom displays a timetable, the 5 Bs and whole class and individual learning outcomes (often WALTs (We are learning to...) and WILFs (What I am looking for...)) • Appropriately sized tables, chairs and furniture for each class and school hall to promote appropriate postural management. • Accessible and specially adapted toilet / shower and changing facilities. • School displays promote positive learning outcomes across the school. • LMC members are involved in discussions about the premises. 	<p>are also available.</p> <ul style="list-style-type: none"> • Adjustable chairs / tables are available. 	<ul style="list-style-type: none"> • Some staff have completed 'Price training.' • Relational Support Plans in place for identified pupils.
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<ul style="list-style-type: none"> • Positive adult role models. • Staff appointment procedures follow 'Safer Recruitment' requirements. • School security procedures are in place and are constantly reviewed and improved. 		
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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 
<ul style="list-style-type: none"> • There are strong links with feeder secondary schools. The SENCo identifies pupils who may need extra support at transition. • Pupils visit their chosen secondary school regularly for specific events. • Secondary staff visit and support, including the SENCo, Deputy SENCo and Deputy Head teacher. • Y6 pupils have had music sessions with the music teacher from Cape in the specialist music room on the Secondary school site. Other year groups also visit the school to be taught by specialist teachers using the specialist facilities. • Super Saturday Events for pupils in Years 4, 5 and 6, Taster days for pupils in Years 5 and 6. • All pupils' files / records are passed on to receiving schools. 	<ul style="list-style-type: none"> • Mentors are put in place for pupils who are particularly vulnerable at transition. • Pupils identified as possibly struggling with transition may have additional visits in small groups to Cape Cornwall Secondary School – Early Bird visits. Additional visits to the other two secondary schools have been arranged as necessary. 	<ul style="list-style-type: none"> • The secondary school SENCo or Deputy SENCo attends Year 5 (when necessary) and Year 6 annual reviews (and earlier if the parent requests). • Pupils entering Kites @ Cape ARB are visited by a member of their staff, who spends time getting to know them in the pupil's familiar environment. • Pupils entering Kites @ Cape have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • The SENCo and the Cape SENCo meet to discuss pupils and Individual Learning Plans are shared.

<ul style="list-style-type: none"> • New Parent's Meeting. • All new Foundation Stage families are given a Seesaw account to aid communication and sharing of information on transition. • In the past there have been visits to the different preschool settings– future pupils meet with their Foundation Stage teachers and Teaching Assistants. • Stay and Play sessions enable new pupils to get to know the school, their classroom and teachers. • Home Visits for pupils entering the Foundation Stage. • 'Moving up' day for the whole school. • Parents Evenings early in the Autumn Term, Spring term and if necessary following the end of Year reports give an opportunity for parents to discuss concerns around transition. • Foundation Stage teacher and SENCo meet with representatives from all of the feeder nurseries in order to exchange information. 		<ul style="list-style-type: none"> • The SENCo makes contact with the SENCos at other secondary schools as appropriate. • SEN files / records are passed on to the appropriate secondary school. • Y6 Transition sheet – at a glance information sheet about the pupils on the Record of Need. • SENCo ensures we have the most up to date Speech and Language targets and programmes etc. for the pupils joining Reception. • SENCo will read the information provided by schools of SEN Support pupils who join the school through the year, and will often phone to gain more information or clarify information received. • SENCo and Foundation Stage teacher will attend TAC / Review meetings and any training as appropriate for pupils entering the Reception class with an EHCP or where a child has Individual Needs. • A transition programme for pupils with an EHCP transferring to Specialist Provision will be arranged in partnership with the receiving school and the parents and child will be supported in making this move.
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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> 
<ul style="list-style-type: none"> • Our school SENCo has the National Award for SEN Co-ordination. • Staff knowledge and expertise is audited regularly and any gaps in knowledge identified to form part of an ongoing programme of training. • Whole school training often involves other support staff, incl. school secretary, lunchtime supervisors, kitchen staff etc. • In the past we have completed training on Autism, led by the Autism Advisor for the West (May 2024) and also on ShREC (promoting high quality interactions) (Sep 2026) and explored how it can support our pupils with Individual Needs. • Some TAs took part in Language for Learning training run by the Speech and Language Service. • All staff take advantage of all of the online training that is available, both in house from TPAT and also external courses, such as through Creative Education, Bug Club etc. 	<ul style="list-style-type: none"> • Teaching Assistants attend training in order to enable them to run targeted interventions. Examples of training include those run by the Cognition and Learning Service, e.g. Supporting Children and Young People with Numeracy Needs etc. and Sensory Processing training run by Occupational Therapists. 	<ul style="list-style-type: none"> • Teaching Assistants have specialisms in different areas of need, i.e. Speech and language, Dyslexia and Developmental Co-ordination Disorder and, supported by the SENCo, are able to assess pupil needs using appropriate screening tests/tools and develop individualised intervention programmes. • A Teaching Assistant has recently completed the training to become an Autism Champion and in the past TAs in the EYFS have taken part in some mentoring alongside a Speech and Language Assistant from the Communication Support Service. • Induction of new staff includes identifying relevant training to attend, for e.g. Makaton, Elklans etc.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
St Just Primary School Local Monitoring Committee	LMCs are responsible for: o Standards o Safeguarding o Stakeholders o SEND	Ruth Sellors Chair of Local Monitoring Committee Ruth Sellors/Lynne Topsey – LMC members responsible for SEND via the school secretary stjust@tpacademytrust.org
Statutory SEN Service	The Statutory SEN Service is responsible for: <ul style="list-style-type: none"> • The Education, Health and Care (EHC) needs assessment processes. • The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans. • The maintenance and review of existing Statements of SEN and EHC plans. 	Statutory SEN Team 3 West New County Hall Truro TR1 3AY 01872 324242

	<p>The team works with educational settings, families, a range of services and other Local Authorities to ensure the effective working of the statutory arrangements for children and young people with the most complex SEN.</p>	
Educational Psychologist	<p>Educational Psychologists like to work closely with parents and carers. An Educational Psychologist might become involved with your child if they have difficulties with:</p> <ul style="list-style-type: none"> Learning, Behaviour, Managing their feelings, Getting on with others or Communication. 	<p>West Cornwall Senior Educational Psychologist Kate Horrill Dolcoath Offices, Dolcoath Avenue, Camborne TR14 8SX Telephone: 01209 614175 Email: khorrill@cornwall.gov.uk For more information see https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=aBFYeGeapmA We currently have no named Educational Psychologist for our school.</p>
Speech and Language Therapist	<p>The community service offers advice and support to pre-school</p>	<p>The named Speech and Language therapist for our school is Annie-Mae Rorke Cornwall Partnership Foundation Trust Bellair Health Office</p>

	and school aged children in various settings as appropriate to the child's needs. This may involve advice and suggestions for ongoing support at home or in the educational setting and where appropriate work in small groups or individually for a specified time.	12 Alverton Rd Penzance TR18 4TA Parents with concerns about their child's speech and language development or eating and drinking can call: 01208 834600 https://www.cornwallft.nhs.uk/
Hearing Support Team	The Team supports children and young people with an educationally significant hearing loss across Cornwall in their home, pre-school setting, mainstream or special school or college. The Team offers specialist teaching, advice and support, educational audiology assessments and bespoke training.	Hearing Support Team The Educational Audiology Centre Priory Road St Austell PL25 5AB 01726 226882 sensorysupportservice@cornwall.gov.uk The named Teacher of the Deaf for our school is Sarah Graham.
Cognition and Learning Service	Works with schools to help identify and support children with dyslexia. Runs the Dyslexia Friendly	https://www.cornwall.gov.uk/cognitionandlearning

	School Accreditation process and offers conferences, courses and staff training.	
CAMHS	Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18. The service helps children and young people deal with emotional, behavioural or mental health issues. They offer lots of different kinds of support and have a wide range of people who are trained to help. These include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	earlyhelphub@cornwall.gov.uk 01872 322277
The Autism Spectrum Disorder Assessment Team (ASDAT)	The Autism Spectrum Disorder Assessment Team (ASDAT) is an experienced multidisciplinary team for children and young	earlyhelphub@cornwall.gov.uk 01872 322277

	<p>people aged between 5 and a half up to their 16th birthday who have complex social and communication difficulties. The Autism Spectrum Disorders Assessment Team (ASDAT) is made up of the following disciplines:</p> <ul style="list-style-type: none"> • Child & Adolescent Psychiatry • Clinical Psychology • Occupational Therapy • Speech & Language Therapy 	
Dreadnought	<p>The Dreadnought Centre is a registered Charity working Countywide with children and young people aged 8 – 19 who are experiencing problems in their lives. The Dreadnought Centre seeks to empower young</p>	<p>The Dreadnought Centre Carn Brea Lane Pool, Redruth TR15 3DS 01209 218764 team@thedreadnought.co.uk</p>

	<p>people to make informed decisions for themselves and to enable them to change their lives. They offer unconditional acceptance of young people working in a holistic way. They offer positive adult role models and many opportunities for young people to express themselves creatively.</p>	
Penhaligon's Friends	<p>The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers. The project aims to enable children and young people to remember the person who has died, to meet others to share their experiences and to improve communication between parents and children. The project is for all children and young people (up to 18 years old), their parents and</p>	<p>Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth.TR15 1LU</p> <p>01209 210624 01209 215889</p> <p>enquiries@penhaligonsfriends.org.uk</p>

	carers, and operates across the whole county of Cornwall.	
School Nurses	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.	earlyhelphub@cornwall.gov.uk 01872 322277
SENDiASS Special Educational Needs Disability Information, Advice and Support Service (Formerly Cornwall Parent Partnership Service)	SENDiASS provides information, advice, support and training for young people and parents and carers of children with special educational needs and/or disabilities (age 0-25). Their service is confidential, independent, impartial and free.	01326 331633 https://cornwallsendiass.org.uk/ Cornwall SENDiASS Poseidon House Neptune Park Cattedown Plymouth PL4 0SJ

disAbility Cornwall & Isles of Scilly	They are a values based, user-led charitable company with a mission to represent, include, support and empower people living with a long term health condition or disability, their families and carers in Cornwall & the Isles of Scilly. They also support community organisations and businesses to develop more inclusive approaches to meeting the needs of their clients and customers.	<p>01736 759500</p> <p>disAbility Cornwall & Isles of Scilly Units 1G/H Guildford Road Industrial Estate Hayle Cornwall TR27 4QZ</p> <p>www.disabilitycornwall.org.uk</p>
Contact	Contact is a national charity for families with disabled children. they have a free helpline for parents and carers where you can get information and advice about special educational needs. Contact also produce a range of publications and other resources about SEND.	<p>Helpline: 0808 808 3555 9.30am-5pm, Monday-Friday. Press 1, to speak to an education adviser, press 2 for all other helpline enquires.</p> <p>Email: helpline@contact.org.uk</p> <p>Website: www.contact.org.uk</p>

12. Pupil progress

Each of our SEN Support pupils have an Individual Learning Plan, that is written jointly at a meeting, whenever possible, between the Class teacher or TA, pupil and parents, (and SENCo when appropriate) which records their individual targets. These are reviewed termly, informed by the pupil and parents, the Class teacher and TA, any standardised assessments that the pupils have participated in and the provision tracking that is used to set and evaluate intended outcomes of interventions. Adjustments are made to the provision for pupils based on their progress towards their targets, and decisions are made about the need to carry out any additional screenings or assessments or referrals to outside professionals at this time.

13. How we know how good our SEN provision is

The SENCo, alongside the Deputy Head Teacher and class teachers in the school, track the progress of all pupils in the school at regular Pupil Progress Meetings. Our SEN Support pupils are a key group, whose progress and attainment is scrutinised and we use this information in order to evaluate the effectiveness of our SEN provision, responding proactively if we feel their attainment and progress is not satisfactory, amending or completely changing the SEN provision that is being made for them.

14. If you wish to complain

Parents / carers who believe that the School Offer is not being delivered or is not meeting your child's needs are asked to:

- Address the key issue / concern with the class teacher (the class teacher will then feedback this information to the Head Teacher)
- Address the key issue / concern with the Head Teacher (appointments can be made via the school secretary)

Where parents feel issues / concerns cannot be addressed in this way they will be asked to write to the Chair of the Local Monitoring Committee. The Chair of the Local Monitoring Committee can be contacted via the school (please ensure all correspondence is addressed to the Chair of the Local Monitoring Committee, St Just Primary School, Bosorne Road, St Just, Penzance, Cornwall. TR19 7JU and marked as Confidential).

The school has a complaints policy – a copy can be requested via the school secretary and can be found on the school's website

<http://www.stjustprimary.org.uk>

Alternatively you can contact the Statutory SEN Service at Statutory SEN Team, 3 West, County Hall, Truro. TR1 3AY Tel. 01872 324242

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

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

Frequently asked Questions

Please see below answers for some potential questions you may have about the school. Please do however contact us on 01736 788478 or at stjust@tpacademytrust.org should you need to ask about anything in relation to our School Offer.

- How do people in school know if a pupil needs extra help?

The progress of all pupils at St Just Primary School is monitored carefully to ensure that they are making good progress and that their attainment is in line with Age Related Expectations. If a pupil fails to make good progress and / or when their attainment falls below Age Related Expectations discussions take place between the class teacher, the class Teaching Assistant and the SENCo in order to try and ascertain the area(s) of difficulty. Assessments such as Renfrew Language Scales or the Dyslexia Screening Test etc. may be carried out at this point if appropriate. Interventions are put in place carefully matched to the needs of the pupil with clear targets set. The progress of the pupil is then monitored again and if necessary interventions are changed. The advice of other professionals may also be sought, especially when the pupil still fails to make progress. Parent / carers are kept fully informed and involved in this process by the class teacher and / or SENCo. Any parent / carer is also free to make an appointment with the class teacher or SENCo to discuss the progress of their child at any time throughout the school year. TPAT's SEND Identification Flow Chart informs this process.

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

Due to the monitoring of all pupils described above it is unlikely that the school would be unaware of any special educational needs of your child, and would have involved you in discussions about your child's difficulties. If you do have concerns however, or if you need support with managing your child's needs at home, you can make an appointment with the SENCo. She would be able to discuss the provision already being made for your child in school and / or provide advice on outside agencies able to support specific needs.

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

The Local Monitoring Committee of the school monitor standards at St Just Primary School, and the school strives to ensure that every pupil makes good or better educational progress. The school recognises that teachers, Teaching Assistants and parents / carers need to work together to ensure pupils make good educational progress. There are opportunities for the school and parents / carers to work together throughout the school year agreeing educational outcomes (e.g. Individual Learning Plans). The Local Monitoring Committee regularly reviews the data associated with pupil progress for all pupils at St Just Primary School. The Senior Leadership Team working alongside each class teacher monitors the progress the pupils are making in each class to ensure that all pupils at St Just Primary School are provided with challenge in their learning in order to close the gap (where applicable). Interim reports and reports at the end of each academic year summarise the current attainment of each learner within each subject.

- How is the curriculum matched to my child's needs?

The school works hard to ensure the curriculum on offer provides breadth and depth and supports the learning needs of all pupils, as well as providing challenge for all learners. Currently the school delivers two curriculums, both of which deliver learning in a cross-curricular way:

- EYFS (Early Years Foundation Stage) Curriculum
- National Curriculum - The Curriculum has undergone a major review in line with all schools and the most up to date Curriculum documents are published on the website, including the Curriculum Subject statements under the headings of Intent, Implementation and Impact and documents that show coverage and progression of skills. Documents that evidence how we adapt provision for our SEN pupils in each subject area are also in place.

The whole school also becomes involved in events such as the community's Lafrowda festival, where outcomes support the development of other key skills not necessarily promoted within the two curriculums.

- How do school staff support me / my child?

Each class is allocated a class teacher and Teaching Assistant(s). The Teaching Assistants support the teaching delivery of the class teacher and contribute to the ongoing assessment of the pupils. They also provide additional support in ensuring the health, safety and well-being of all learners is upheld. The Teaching Assistant(s) deliver targeted interventions to support individual pupils' progress either on a one to one basis or in a small group when necessary.

The class teacher, Teaching Assistant(s) and also SENCo and Deputy Headteacher (when appropriate) ensure that parents are well informed of their child's individual needs, the support they receive in school and provide advice on how parents can best support their child at home.

- How will I, and my child, know how well they are doing?
- How can you help me to support my child's learning?

All pupils have Reading Record books that are intended to go home each day. When a pupil has been listened to read in school a comment is recorded, including areas to focus on and advice on how to support this at home, when appropriate. Parents / carers are also encouraged to add their comments in these books and so they are one of the ways we ensure effective communication between home / school is upheld and any additional support is identified.

Parents / carers also receive curriculum information letters that summarise what the pupils will be learning over the course of a half term, and identifying areas that they can support with at home. Booklets on how to support with phonics, reading, spelling and maths etc are also distributed on parent's evenings. There is also information on the school website.

The Advantage Project, where pupils in Year 5 and 6 receive an iPad, have further strengthened links between home and school and parent / carer's ability to support and reinforce learning at home. Parent / carers are able to hear recorded teaching input and specific verbal feedback to their child.

Parent's evenings take place termly and are intended to help parents keep up to date with their child's progress. Parents can also speak to the class teacher at any time and an appointment can be made if they require further discussion.

Pupils on the SEN Record of Need currently have an ILP (Individual Learning Plan) commonly with 3 targets, which are written in partnership with parents and pupils. These targets are regularly addressed / evaluated by the school. ILP meetings are held with parents / carers to review the progress being made towards these. Through this careful monitoring the SENCo, class teacher and parents / carers can determine the progress being made and identify / agree if the targets need to be changed. Additionally, within these meetings agreements are made to determine how all parties can help work towards the agreed targets.

Pupils with an EHC Plan (Education, Health and Care Plan) also have an Annual Review where their progress towards the wider / longer term outcomes for them is discussed. This meeting is attended by as many of the professionals involved with the child as possible and always the school SENCo, class teacher and allocated Learning Support Assistant.

The school produces reports for parents / carers half way through the school year (interim reports) and at the end of each academic year. These reports outline the attainment of each pupil in terms of having achieved / not achieved Early Years Foundation Stage Early Learning Goals and National Curriculum Age Related Expectations. The reports are written by the class teacher in consultation with the Teaching Assistants.

- What support is there for my child's overall wellbeing?

St Just Primary School recognises that children's wellbeing and emotional health is as important as their academic progress. The school has two members of staff who have trained as Thrive practitioners, and who previously qualified as Trauma Informed Schools (TIS) practitioners, and one member of staff is currently completing a Thrive Apprenticeship. All of the staff have also attended Whole School Trauma Informed Schools training - June 2019, and continue to attend online learning opportunities with a focus on mental health and wellbeing, to ensure that their knowledge is as up to date as possible. For more information about Thrive please look at:

<https://www.thriveapproach.com/services/parents-and-carers> .The school has also embedded aspects of Restorative Practice, with an emphasis on respect, relationships and responsibility throughout the school. There has been whole school training and two teachers and two Teaching Assistants have attended more in depth training.

The school ensures through the Individual Learning Plan process that pupil's needs, including behaviour, communication, social and physical needs are addressed. Where appropriate the learning environment can be adapted in order to provide 'time out spaces' or 'quiet working areas'.

Personalised learning timetables help to support pupils with issues around anxiety or a dislike of change.

A mentor will be identified for pupils that would benefit from one to one time with a familiar adult to talk through any concerns.

Friendship groups, including those supported by the Education Mental Health Practitioner, and 'Circle of Friends' groups have been organised in the past when needed.

The school also organises and attends Core Group meetings with parents / carers and multi-agency teams to discuss and plan next steps to support pupil well-being – most commonly TAC (Team Around the Child) meetings.

The school works with CAMHs and parents / carers to help support any behavioural needs of pupils at the school. We have a Safe Touch policy and key members of staff have received Price Training. If a pupil is experiencing difficulty in managing their behaviour or as a result of their behaviour this impacts upon their health, safety and well-being and that of others a Relational Support plan, using a trauma informed approach, will be designed and implemented with the agreement of the pupil and parents / carers.

Outside agencies that specialise in supporting pupils with emotional needs also work with pupils from the school when appropriate, for

example Dreadnought, Play and Music Therapists, Penhaligon's Friends, CLEAR and so on. As a school we recognise that we can best support the well-being of our pupils if we also support our parents' well-being and we have previously delivered a 'Supporting Parents and Children Emotionally' (SPACE) course to cohorts of parents. Two members of staff are also trained to deliver a SPACE course suitable for Children and Young People from 8 years old. The Assistant Head teacher has also carried out the DfE funded training to become a Senior Mental Health Lead for the School, we also have access to an Education, Mental Health Worker and we also have a number of staff trained as Mental Health First Aiders.

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

All staff at St Just Primary School receive Tier 2 Safeguarding Training. The school has a Designated Safeguarding Lead (DSL) – Kirsty Bird and two Deputy Designated Safeguarding Leads (DDSL) - Kerra Burlton and Sara Downing who have the overall responsibility for the health, safety and well-being of the pupils. Safer Recruitment guidelines are fully met when appointing new members of staff and appropriate induction also ensures that all adults working in school (paid or voluntary) are aware of our safeguarding procedures. All safeguarding protocols are governed by the Safeguarding policy of the school; it is the responsibility of the Local Monitoring Committee to ensure the Safeguarding policy is up to date and meets all of the statutory guidance and individual needs. There is a named Safeguarding LMC Member who has received the appropriate training. The latest Ofsted report (April 2024) states that; 'The arrangements for safeguarding are effective' and 'Pupils are happy and safe.'

The school has fully qualified first aiders who can provide immediate first aid to the children. All staff have been trained in how to administer an EpiPen. Most staff have received Paediatric First Aid training and Heart Start training. In the past we have also had staff trained to support pupils with diabetes and epilepsy.

Information is obtained from parents and is stored centrally, and communicated effectively with all members of staff, regarding any allergies, medication requirements, contact details for next of kin, photography and website information and any other important information related to a particular child. Parents / carers are encouraged to let the school know if there any changes in this vital information. The school additionally operates an emailing service to all parents / carers. This ensures we are able to contact parents at any time of the school day. This invaluable service allows the school to notify the parents / carers of any changes of circumstance to the school day – e.g. severe weather / school closure.

The school has a duty to adhere to the recommendations made by the DfE to support pupils at school with medical conditions. It requires the Local Monitoring Committee of the school to make the appropriate arrangements to support pupils at school with medical conditions (Children and Families Act 2014). It also requires the Local Monitoring Committee of the school to ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of pupils with medical conditions are effectively supported. If a pupil has an EHC Plan, this will additionally determine who needs to be involved with the pupil and the impact of this involvement within the daily life at the school.

St Just Primary School undertakes risk assessments required for all out of school visits; and these are monitored by the Head Teacher of the school. Each teacher is also responsible for ensuring that, when appropriate, risk assessments are in place for activities that take place within the school setting. The risk assessments are shared with all appropriate people to ensure that the health, safety and well-being of all learners is upheld at all times.

TPAT monitors all risk assessments and outcomes of the Property Compliance Scheme associated with the fabric of the building. The Head Teacher is supported by TPAT to take into account reports and produce associated action plans to ensure the school building is fit

for purpose and compliant within all health and safety regulations.

The school continually examines its security arrangements and has electronic pads fitted to all of the outside doors and some of the internal doors along the main corridor and foyer area. Members of staff are provided with a fob to activate the electronic pads and they know that they must never give their fob to any other individual. There are also cameras situated at different locations around the school including at entrances so that the school secretary can ascertain who is at the door before allowing them entry to the school. The plans to further improve the security of the school, including higher fencing and secure gates that give access to the immediate school building and playgrounds, have now also been actioned.

All staff within the school have been issued with an identity badge attached to a lanyard which contain their photograph, name and role and school logo. Visitors to the school are required to sign in using the electronic iPad signing in procedure, which photographs every visitor and asks them to confirm that they have read and understand the school's safeguarding procedures. Every visitor wears an identification badge that displays their name, photograph and who they are visiting.

- How is my child included in activities outside the classroom including school trips?

As a fully inclusive school, all pupils participate in whole school, curriculum and off site activities; as a direct result all pupils at St Just Primary School have the opportunity to partake in educational visits out of school. These visits help widen / enhance the learning outcomes being addressed. Parents / carers will be notified of all educational visits by email or letter. If a parent does not wish their child to partake in any planned visit they are encouraged to notify the school where alternative arrangements will be made for their child. Some visits may be pre-planned and form part of the class structured timetable, e.g. swimming.

The school (at times) needs to ask for a voluntary contribution for such visits.

The Health and Safety Policy requires the design of robust risk assessments to support the health, safety and well-being of all pupils and staff undertaking educational visits out of school. These risk assessments are a requirement for each visit; the school uses an on-line system for health, safety and organisational management. Some visits, e.g. school camp – require additional measures to ensure the health, safety and well-being of particular pupils. (The school is required to complete additional measures asking for further verification of control measures to be implemented.)

- How accessible is the school environment?

We regularly audit our school site in terms of DDA compliancy. Where necessary there are ramps as well as steps installed to access entrances. There is an adapted bathroom which also includes a toilet and shower. There is only one set of steps within the school building – and these are fitted with handrails.

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

There are a lot of transition arrangements in place with the two nurseries that the majority of children that we receive come from, including Home Visits, Induction meeting, school tours and so on. If a child doesn't attend either of these settings additional arrangements regarding opportunities to visit etc. are made. If a child is starting the school with a Special Educational Need already identified, and possibly has an EHC Plan already in place, the school would expect to meet with the Early Years Area SENCo and other professionals involved with the child.

Transition between classes is supported by timetabled opportunities for the pupils to spend time with their new teacher in their new classroom before the next school year begins. Consistency between classrooms in terms of the learning environment is also designed to make the transition easier.

We have good links with the local Secondary School, Cape Cornwall, where the majority of our pupils go on to attend; we meet with colleagues early in the Summer term (or before when necessary) to exchange information and pass on Individual Learning Plans, their SENCo or Deputy SENCo attends all of our Y6 annual reviews and our Y5 ones if possible, Early Bird visits are arranged to ensure that our pupils with additional needs have extra opportunities to get to know their new school and their new teachers and Teaching Assistants, and so on. Contact is made and similar procedures are also followed if any of our Y6 pupils choose to go on to attend an alternative Secondary School.

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

Each pupil in the school with Special Educational Needs receives support matched to their own level and type of need and when appropriate, following the advice of external professionals. Support is monitored closely and is adapted as and when necessary. When an EHC Plan is in place resources will need to be allocated to ensure that the identified provision is made by the school. Teaching Assistants have different areas of expertise and these, along with the level of need in a particular class, are taken into account when considering their deployment.

- How is the decision made about what type and how much support each pupil receives?

If a pupil has an EHC Plan this will identify the nature of the child's special educational needs and their single plan outcomes. It is the information in this document that will be used by the school to assess the support needs of the child and any curriculum requirements. For pupils on SEN Support the school will base their decision about what type and how much support an individual child will receive on their particular needs in consultation with the parents / carers and pupil.

- Who can I contact for further information?

Further information on our provision can be obtained in the following ways:

School web-site <http://www.stjustprimary.org.uk/>

SEN Parent Guide – available on the school website

School secretary 01736 788478 stjust@tpacademytrust.org

Head Teacher (via the school secretary)

SENCo (via the school secretary)

Chair of Local Monitoring Committee / Local Monitoring Committee member responsible for SEND (via the school secretary)

As from September 2014 it is the responsibility of the Local Monitoring Committee to review the School's Offer in consultation with the SENCo, Head Teacher and the Senior Leadership Team of the school. This review will happen annually each academic year at a full Local Monitoring Committee meeting. If the Offer needs to be reviewed again within an academic year it will be the responsibility of the Head Teacher to place this on the next full

Local Monitoring Committee's Agenda for their full consideration. The SENCo, Head Teacher and the Senior Leadership Team will monitor the School Offer throughout the academic year.