



*Don't let anyone look down on you because you are young,
but set an example for the believers in speech, in conduct, in love, in faith and in purity.*

1 Timothy 4:12

St Mary's Church of England Primary School, Truro
Our SEND information report

Date 20/04/20

St Mary's C of E school seeks to provide a learning environment with suitable resources targeted to maximise the aspirations of all children whatever their individual needs subject to the interests of the school as a whole. As a school we have a clear approach to identifying and responding to SEND. We work in partnership with parents to establish the support the child needs. It is particularly important in the early years that there is no delay in making any necessary special educational provision.

SEND Support builds on high quality teaching which has been differentiated and personalised for individual children and should be firmly based in the setting's approach to monitoring the progress and development of all children. SEND Support is designed to provide a graduated approach based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the increased involvement of parents. Throughout the graduated approach, the teacher remains responsible for working with the child on a daily basis and implements agreed interventions. The SENCO supports the teacher and leads and co-ordinates the graduated approach across the setting. We adopt a graduated approach with four stages of action: assess, plan, do and review.

This cycle of action: • Is usually led by the SENCO and the teacher • Parents are engaged throughout • Action is informed by the child's views throughout • The cycle can be revisited in order to identify the best way of securing good progress • Throughout the cycle, children's views can be represented by parents and practitioners, but in order to ensure the child's views inform the process directly, these need to be captured before any discussion. They also inform discussion and decisions at each stage.

Link to Equal Opportunities
policy
[https://stmarys-
truro.eschools.co.uk/web/equal_o
pportunities/322693](https://stmarys-truro.eschools.co.uk/web/equal_opportunities/322693)




Link to Accessibility Plan/Policy
[https://stmarys-
truro.eschools.co.uk/storage/secur
e_download/c1ZzK0g2aGVCY2FPW
nl4c0h2Qjhldz09](https://stmarys-truro.eschools.co.uk/storage/secure_download/c1ZzK0g2aGVCY2FPWnl4c0h2Qjhldz09)

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Anna Spencer

Contact details: aspencer@st-marys-truro.cornwall.sch.uk




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
		
<ul style="list-style-type: none">• Pupil conferencing• 3 way marking in books• Open door policy• PSHE sessions• Circle time• Pupil questionnaires• Topic talk time• Children involved in creating their curriculum	<ul style="list-style-type: none">• School council• Pupil voice- IEP's• Worry boxes in classrooms	<ul style="list-style-type: none">• Draw and talk sessions/TIS• IEP meetings• EHCP Annual reviews• Emotionally available adult• Adult meet and greet children in the morning to settle them into class

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
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<ul style="list-style-type: none"> • 'Settling in' session (September) • Parent evenings (February) • Open door policy • Yearly reports to parents/carers • Class assemblies • The school works in partnership with parents and carers. Their views and opinions are listened to and valued. • Weekly newsletters • School website • Texting service • Reading Record Book with space for teacher and parent comments <ul style="list-style-type: none"> • Facebook page • Maths, phonics, reading curriculum workshops for parents. • Topic talk time- parents come in termly 	<ul style="list-style-type: none"> • Volunteer parental help within school <ul style="list-style-type: none"> • Parent group • Friends of St Mary's group • Coffee, cake and updates termly meetings 	<ul style="list-style-type: none"> • Parents/carers attend and contribute to the Team around the Child (TAC) process. • Annual EHCP Review meetings with parents • Meetings with SENCo and Learning Mentor on request • Termly SEN Support/ IEP meetings involving the child, parents/carers, SENCo and class teacher.

3. The curriculum

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"> • Quality first teaching • Detailed planning and objectives for all subjects with differentiated outcomes for all groups. • Yearly reports and two formal parents' evenings • On-going assessment of pupil's progress and 	<ul style="list-style-type: none"> • Opportunity for individual learning programmes led by class teacher • Schemes of work to meet the needs of all learners • Teaching Assistant support in class • Speech & Language therapy in school following advice from Speech and Language 	<ul style="list-style-type: none"> • Individual Educational Plan (IEP) reviews and meetings with parents • IEPs drawn up each term specifying focuses for learning Support from specialist professionals • Multi-agency meetings to review areas of difficulty and levels of support.




<p>attainment</p> <ul style="list-style-type: none"> • Analysis of data levels for whole school, groups and individual pupils every term • On-going contact with parents through Homework Diary/Telephone contact/meetings/open door policy • Pre-teaching vocabulary • Key vocabulary pages in topic and RE books • Whole school rewards/ behaviour policy • Visual timetables used in all rooms • Whole school multisensory storytelling approach • Effective use of ICT across the curriculum • All children are part of the “voting” process of topics they would like to learn about in class • Forest school opportunities for every class • Reading opportunities across the curriculum • French lessons taught across KS2 	<p>Therapist</p> <ul style="list-style-type: none"> • Draw and Talk sessions • TIS sessions led by Mr Pritchard • School Camp in Years 4 and 6 • Small group forest school sessions • Maths specialist working in years 5 and 6 4x a week • Maths interventions led by maths specialist daily during start of the day 	<ul style="list-style-type: none"> • Individualised learning intervention programmes to ensure progression against personalised targets. • Daily contact with parents when appropriate • Support from specialist professionals • Adapted timetable, activities and resources when appropriate
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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"> • Quality first teaching • Visual, Auditory and Kinaesthetic multi-sensory teaching approaches • Whole class, small group, partner and independent work. • Metacognition strategies used in classrooms • Long-term memory strategies used in classrooms • Small group differentiation and teaching • Groups changed to reflect pupils' learning 	<ul style="list-style-type: none"> • Teaching Assistant support provided in afternoons where additional support is required • Additional visual clues and guidance • Individual behaviour systems, rewards and motivators where required • Recording equipment used as appropriate; ICT, Talking tins, microphones, etc. • Maths specialist working in years 5 and 6 4x a week 	<ul style="list-style-type: none"> • 1:1 teaching support where appropriate • Teaching at times can be in separate rooms/areas • Specified/Identified time with class peers • Access to identified resources such as sensory etc. • Access to streamed daily phonics support with KS1 where required. • 1:1 tuition sessions delivered by class teacher where appropriate




needs for each lesson <ul style="list-style-type: none"> • Structured environment within each class • Consistent routines and systems across the whole school • Streamed phonics teaching in KS1 • Teacher led interventions in class • Handwriting and Spelling lessons planned and delivered in each class. • Forest school opportunities for every class 	<ul style="list-style-type: none"> • Maths interventions led by maths specialist daily during start of the day 	<ul style="list-style-type: none"> • Support from specialist professionals • Adapted timetable, activities and resources when appropriate • 1:1 Forest school sessions • Precision teaching
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Multi-sensory storytelling approach • Metacognition strategies taught in class • Long term memory strategies taught in class • Clearly labelled and laid out classrooms • Adult modelling of expectations and interactions • Whole school rewards and behaviour policy • Independent work opportunities • Consistent routines and behaviour expectations • Classroom monitors with specific responsibilities • Assessment for learning • School buddies system • Regular Personal, Social and Health Education (PSHE) • Medical protocols 	<ul style="list-style-type: none"> • Teaching Assistant modelling / supervision at play and other Social skills group workshops • Lunchtime clubs for playtime support when required • Breakfast and After School Club • School Camp in Years 4 and 6 • Yoga- SATs, Yoga sessions • Fun Fit 	<ul style="list-style-type: none"> • Intimate care plans following advice from professionals aiming towards independence. • Communication aids, adapted ICT, voice type software, etc. • Access to experienced staff who can confidently support physical movement around school. • Emotionally available adult

<ul style="list-style-type: none"> • Maths and literacy toolkits in every class. • Emotional coaching used by every adult 		
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6. Health, wellbeing and emotional support




Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • Positive learning environment with excellent staff role models • Social and Emotional Aspects of Learning (SEAL) and 'R' time (Rights and Responsibilities) - Focus on developing confidence and self esteem • A body of staff trained in first aid to ensure the safety of students • After school clubs • School camps in Years 4 and 6 • PE co-ordinator • Well trained and experienced staff • All staff trained in emotional coaching • Forest school lessons 	<ul style="list-style-type: none"> • Increased time allocated to emotional development and understanding • Circle of Friends intervention when required • Specific medical routines and programmes fully implemented seamlessly throughout school day • Social stories • Support at playtimes where appropriate • Reflection areas across the school • Draw and talk • Yoga sessions • Small group forest school sessions for targeted pupils • Mindfulness club • Reading hut outside 	<ul style="list-style-type: none"> • Emotional development and wellbeing focus • Increased joint working between parents, school and multi agencies • Individual health protocols and programmes drawn up with support from agencies when required • Links with Education Psychologist • Team Around the Child (TAC) meetings • Emotionally available adult • 1:1 Forest school sessions

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
		


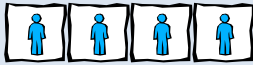

<ul style="list-style-type: none"> • Extra - curricular activities. • Year 4 and 6 residential trips. • Class day trips for 'Dazzling Start.' • Circle Time. • Activities at lunch and break times. • Partner classes. • Subject Days. • Playground buddies (year 6 supporting younger children at playtimes) • Forest school lessons • Topic talk time 	<ul style="list-style-type: none"> • Small group Social Skills sessions. • Supervised lunch and break times. • Stay and Play. • Breakfast Club. • Fun Fit • Forest school small group sessions for targeted pupils 	<ul style="list-style-type: none"> • Referrals to partner agencies. • External support groups. • Individual Speech and Language sessions. <ul style="list-style-type: none"> • 1:1 supervision at lunch and break times. • 1:1 supervision for extra - curricular activities and trips. • Use of Social Stories. <ul style="list-style-type: none"> • 1:1 draw and talk sessions. • Closely work with the Autism team • 1:1 forest school sessions
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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"> • Full appreciation and provision of access requirements for all children • Reading areas in every classroom • Large and well-resourced environments - canopies planned for Upper KS2 classrooms • Visually clear classrooms • Level access or ramps /lifts to all areas of the school • Stimulating external play areas • Accessible toilets • Reading hut outside area to stimulate children • Interactive displays • Appropriately sized tables, chairs and furniture for each class to give full access for pupils. 	<ul style="list-style-type: none"> • Access to specialist resources such as sensory equipment • Quiet/ calm areas (tents/ reading corners) • Reflection areas around school • Fun-fit programmes • Small group teaching spaces available • Small group forest school sessions 	<ul style="list-style-type: none"> • Designated teaching areas for identified pupils • Dedicated resources matched to • Pupils behavioural, physical, social and learning needs supported with individual motivators and rewards • Specialist communication aids e.g. Hearing system/radio hearing aids. • Specialist mobility aids e.g. walker, wheelchair, splints




<ul style="list-style-type: none"> • Learning environment audits done with pupils • Literacy and maths toolkits in every classroom • Forest School 		
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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"> • Transition meetings for staff passing on information • Move Up Morning in new class / setting for children timetabled in • 'Meet the teacher' opportunities for children / parents • Year 6 transition support by feeder secondary schools. E.g. Roadshows and activity days • Reception class teacher visits nursery schools before children start at primary. • Teddy bears picnic for new reception parents • Teacher one-page profiles handed out before the summer holidays • Year 6 children visit nursery in the summer term to support with reading. • Year 6 buddies 	<ul style="list-style-type: none"> • Transition booklets • Transition meetings for Teaching Assistant / support staff handover • Additional transition time planned in where appropriate 	<ul style="list-style-type: none"> • Individual transition visits with support staff • Meetings with parents and colleagues from other settings. • Transition training provided by supporting agencies (E.g Autism Spectrum Team) in Summer term for parents and teachers. • EHCP meetings

10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical	To enable targeted support and provision	To enable specialist, individualised support and provision
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<p>environment, school and wider community</p> 		
<ul style="list-style-type: none"> • Quality first teaching for all children • An introduction to a new, whole school, 'assessment without levels' system • Regular observations of classroom practise and intervention sessions. • Monitoring children's academic progress. • Read, Write, Inc in-house training run by the reading leader. • Autism Friendly classrooms training for all staff- ran by the Autism team. • Emotional coaching training for all staff run by an educational psychologist. • Makaton training for all staff run by specialist 	<ul style="list-style-type: none"> • An overview of the Code of Practice for SEN 2015 • Writing IEPs and conducting review meetings for NQTs and new teaching staff 	<ul style="list-style-type: none"> • Supporting communication using PECS • Using iPads to support communication • Supporting children with visual impairment • Touch Typing for children with visual impairment • Using the Sound Field System to support children with auditory needs • Training for using a hoist and walking equipment (Provided by Scope) • 2 day Read, Write Inc phonics programme training • Curriculum training according to individual needs. E.g. Guided reading for gifted learners • Autism awareness training • Dyslexia and dyscalculia training • National Award for SEN coordination Post Graduate Certificate • Autism champion course • SENCO termly meetings • SENCO annual conference

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologists	Assess and observe children and assist schools in meeting the needs of children on the SEN register for whom our school support and provision needs further input.	Referral through SENDCo to Joe Brooks unless for Statutory Assessment. 01872 323022 There is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm. School Educational Psychologist : Joe Brooks
Social & Emotional Behaviour Support Service Advisors	Observe children, talk to teachers, teaching assistants and parents and provide strategies to improve children's behaviour.	Referral through SENCo to the Social & Emotional Behavioural Support Service- Amanda Lobb. sebss@cornwall.gov.uk
Vision Support	Work with children in school and provide equipment and advice on improving the quality of their education. (All Reception pupils have a vision screening test).	Referral through health visitors/ school nurse/GP or SENCo to Katy Bejon. Sedgemoor Centre, Priory Rd, St Austell. PL25 5AB.
Hearing Support	Work with children in school and provide equipment and advice on improving the quality of their education. (All year one pupils have a hearing test).	Referral through health visitors/ school nurse/GP or SENCo to Harriet Knott. Sedgemoor Centre, Priory Rd, St Austell. PL25 5AB.
Physical Disability Support	Assist school in accessing equipment and developing strategies to improve access to all areas of school life.	Referral through SENCo ICT support: physicalandmedicalneeds@cornwall.gov.uk
Social Care	Children or families can be referred to social care who can offer practical support at home.	Family Information Service Cornwall Council 39 Penwinnick Road St Austell Cornwall PL25 5DR Tel: 0800 587 8191 / 01872 323 535 Email: fis@cornwall.gov.uk
CAMHS	Assess children who have an emotional or mental health need. Liaise with the school and families as to how to best assist these children and families.	Referral through GP, Family Support Worker/Parent Support Advisor or SENCo childrens.services@cornwall.nhs.uk Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA 01872 221400
Speech and Language Therapists	Assess children to determine their speech and	Referral through health visitors/ school nurse/GP

	language difficulties. Provide school with targets and strategies for these children.	or SENCo to Mel Meadows or Suzanne Lobb. Sedgemoor Centre, Priory Rd, St Austell. PL25 5AB. 01872 323061
Occupational Therapists	Observe and work with children in school to assess their needs in terms of physical development and sensory needs.	Referral through GP, Paediatrician, SENCo
Physiotherapists	Observe and work with children in school to assess their needs in terms of physical development.	Referral through GP, Paediatrician, SENCo
SENDiASS	Information, advice and support for any child or young person and their parents/carers and families age 0-25 with a special educational need or disability.	01736 751921
School Nurse Team	Support given to children and families with health related issues.	Clare Pascoe: 01872 221704
SEN Assessment and Provision Team	Responsible for carrying out Statutory Assessments and maintaining Statements/EHCPs for children with special educational needs.	01872 322417 3 rd Floor, West Wing (W3), New County Hall, Truro TR1 3AY
Early Help Hub	Children's community health and social care services.	01872 322277 www.cornwall.gov.uk/earlyhelphub

For contact details and information about other organisations follow the link on the Family Information Service website to Cornwall's Local Offer: www.cornwallfisdirectory.org.uk

12. Pupil progress

How you assess and review pupils' progress towards outcomes, including how work with parents and young people?

Pupil progress is regularly assessed by the teachers through observation, marking, conferencing and assessments. Final assessment by testing occurs at the end of the academic year. Pupil profile meetings are held in October, February and July between the teacher, the assessment co-ordinator and the Headteacher, where every child's progress and attainment is reviewed. Pupils who are identified as not making sufficient progress will have an intervention programme created; tailored to meet their specific needs.

The school has a variety of ways to allow parents/carers and to share their views and concerns. Teachers endeavour to be available at the end of the school day, if parents/carers wish to discuss their child. Alternately, a Home-School link book can be provided. Children

with an Individual Educational Plan in place will be invited into school twice a year to discuss their child (with an additional written update in the spring term). In addition, the school holds parent information evenings/consultations 2 times a year.

13. How we know how good our SEND provision is

How you evaluate the effectiveness of provision for pupils with SEND?

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established as part of their regular IEP review meetings in partnership with the child, their parents and the class teacher.

This year, provision made for children on our Record of Need has been:

✓ Communication and Interaction

- Speech and Language referrals, assessments, monitoring and reviews
- 1:1/Small group SALT intervention.
- Visual Support Request for Educational, Health and Care Plan Assessment
- Use of PECS (symbols and pictures) to support communication for non-verbal communicators
- Use of the Sound Field System to support children with auditory needs

✓ Cognition and Learning

- Daily teacher-led intervention sessions in class, planned specifically for individual needs. These are delivered for all children with additional educational needs, as well as all children in receipt of the Pupil Premium.
- Additional time allowances for assessments when required for children with additional needs
- Use of dyslexia friendly resources in the classroom
- Dyslexia screening tests
- Referrals to Educational Psychologist
- Targeted additional adult support
- Precision Teaching
- Visual Aids Additional
- thinking time
- Individual work stations
- Readers

- Scribes
- KS2 Access Arrangements
- ✓ Social, Emotional and Mental Health
 - Draw and talk counselling sessions, delivered by a trained HLTA (and supported by Educational Psychologist)
 - Lunchtime clubs arranged for children who find lunchtimes a challenge.
 - Social stories for children who require additional support with routine etc
 - 1:1 with Trauma Informed School (TIS) Practitioner
 - Small Group intervention with TA
 - Referral to Penhaligon's Friends
 - Calm/Safe places set up in classes/playground
 - Referrals to Early Help Hub
- ✓ Sensory and/or Physical Needs
 - Daily physiotherapy delivered for children with physical needs
 - Daily FunFit sessions before school
 - Access to sensory resources for sensory breaks
 - Recommended provisions put in place included laptops, writing slopes, use of ICT, suitability for KS2 Access Arrangements.
 - Referrals and assessments were carried out by the Developmental Coordination Disorder Pathway and Occupational Therapist.
 - Sensory aids/equipment provided.

We monitor the quality of this provision by regular observations of classroom practise and intervention sessions. We measure the impact of this provision by monitoring academic progress, as well as development in children's confidence and well-being.

14. If you wish to complain

How you handle complaints about SEND provision?

If you are not happy with the SEND provision at the school, please contact the class teacher or SEND co-ordinator or the Headteacher, to share your concerns.

If you wish to make a complaint about the school, please direct your grievance to the school's chair of governors. A complaint form is available from the school office.

Answers to Frequently asked Questions

1. How does the school assess the progress of pupils and what would they do if my child was falling behind?

Pupil progress is regularly assessed by the teachers through observation, marking, conferencing and assessments. Final assessment by testing occurs at the end of the academic year. Pupil profile meetings are held in October, February and July between the teacher, the assessment co-ordinator and the Headteacher, where every child's progress and attainment is reviewed. Pupils who are identified as not making sufficient progress will have an intervention programme created; tailored to meet their specific needs.

2. How accessible is the school environment?

The school is easily accessible for children with a disability. Ramps have been installed to provide access to all areas. The car park has one space designated for disabled badge holders. Further information is provided in our schools accessibility report, which is on our website.

3. Who is the person responsible for children with SEND?

Every teacher has the responsibility for children with SEND in their class. The SEND co-ordinator is the person responsible in ensuring this support meets the needs of the children and provides support and advice to teachers and parents where required. The SEND Governor liaises with the SEND co-ordinator and monitors the work of the school regarding SEND provision and reports to the full governing body.

5. How do I contact the person responsible for SEND or arrange to meet them?

The SEND co-ordinator can be contacted by telephone or by Email. See the 'Contact Us' tab on the home page of the school's website. Alternatively, visit the school and leave a message with the school's receptionist. A link is provided on the school website.

6. What training or specialist expertise does your staff have around SEND?

School staff have been trained to provide a variety of specialist support. Where a training need is identified and the expertise is not present, the school is committed to ensuring that training gap is addressed. The SENco is accredited by Plymouth University and has been awarded the National Award for Special Educational Needs Co-ordination Post Graduate Certificate.

7. What support can the school provide for children with SEND?

The school will provide a variety of support for children with SEND. This may include 1 to 1 intervention and group work. The school will also access external agencies when appropriate to enhance provision.

8. What further external support can the school access and when would this happen?

The school has access to several external agencies that can provide additional support. Where a need has been identified by the parents and/or by the school, the SEND co-ordinator will seek advice and support from the appropriate agency in order to meet the needs of the child.

9. Who can I contact to provide additional advice and support for my family?

Additional advice may be obtained from the Family Information Service - a link is provided on the school website.

10. How are parents/carers and children with SEND supported to share their views and concerns and work alongside the school?

The school has a variety of ways to allow parents/carers and to share their views and concerns. Teachers endeavour to be available at the end of the school day, if parents/carers wish to discuss their child. Alternately, a Home-School link book can be provided. Children with an Individual Educational Plan in place will be invited into school twice a year to discuss their child (with an additional written update in the spring term). In addition, the school holds parent information evenings/consultations 2 times a year.

11. If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

If you are not happy with the SEND provision at the school, please contact the class teacher or SEND co-ordinator or the Headteacher, to share your concerns.

If you wish to make a complaint about the school, please direct your grievance to the school's chair of governors. A complaint form is available from the school office.

12. Where can I find information about the Local Authority's Local Offer for children with SEND and their family?

Information about the Local Authority's Local Offer can be found on the Cornwall Council website. A link is provided on the school website.

13. How can apply for a school place at St Mary's school for my child?

If your child has an Education, Health and Care Plan (EHC Plan) or a Statement of Special Educational Needs, you do not need to complete an application form as a school place will be identified through a separate process. However, if a request has been made for an EHC needs assessment for your child, or your child is currently being assessed to decide whether an EHC

Plan is necessary, you will need to make an application using the normal process. Please contact the Statutory SEN Team for more information on 01872 324242 or via email: specialeducation@cornwall.gov.uk.

Special arrangements in relation to COVID-19.

Following the closure of schools from the 23rd March 2020 Government guidelines stated:

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

In order to ensure that our pupils with EHC plans are supported we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by school staff. As a school we are undertaking weekly check ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.

Parents of SEND pupils may require our support at this time and the SENCO can be reached at aspencer@st-marys-truro.cornwall.sch.uk.

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our nursery and secondary colleagues to ensure that the information needed is shared. As the summer term progresses we will begin to send out transition style material that will endeavour to support all our pupils at this transitional time.

Resources that support our pupils' emotional and social development during this unprecedented time have been uploaded on to the school website in the school closures planning section under SEN. These will continue to be updated as time passes.

External agencies will only become involved if necessary following the usual graduated response process detailed above.