

COADS GREEN PRIMARY SCHOOL
Our 'Local Offer' for Special Educational Needs and Disability (SEND)
September 2025



At Coads Green School, we believe that every child is special and has individual needs.

Coads Green is an inclusive school and welcomes all children of any ability or disability. We have a staff who are trained to meet the needs of the children in our care. Children's abilities vary over a wide range, and many children have times, temporary or long term, when they may need extra support.

Examples may include:


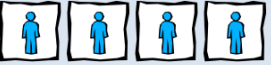

- Specific problems with reading, writing or mathematics
- Emotional or behaviour problems
- Children with learning difficulties
- Visual, speech and language, hearing or mobility problems
- Children with exceptional gifts or abilities

Most children's individual needs are met by high quality wave 1 provision, but sometimes it may be necessary to make additional provision




Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Sarah Reid

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 children are valued • Student voice is heard through class representatives and school council officers, pupil conferencing and through the use of questionnaires. 	<ul style="list-style-type: none"> • Children with SEND are included in all Consultation groups • Children's views are included in meetings and through relevant review paperwork 	<ul style="list-style-type: none"> • We respond to children's views in the individual support we provide, and these views are an integral part of TAC meetings, parent consultations, SEN reviews and EHCP reviews • Pupils are supported in child centred planning and target setting

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in close partnership with all parents and carers. 	<ul style="list-style-type: none"> • Families are always invited to support the delivery of school activities and extra-curricular clubs 	<ul style="list-style-type: none"> • Parents and carers are supported in attending, and are actively involved in all TAC meetings and reviews




<ul style="list-style-type: none"> • Parents and carers are invited to Termly Learning Conference meetings. • Parents information evenings are held and focus on areas of school improvement and development. • When necessary, written communication is in place to ensure relevant dialogue is in place. • The school operates an "open door" policy and parents and carers know who to approach if there are concerns. 	<ul style="list-style-type: none"> • Parents are able to contact school re concerns at any time • Parents are signposted to virtual sites and associations and groups to support their child's learning 	<ul style="list-style-type: none"> • Parents' views are an integral part of all meetings and reviews • Parents are invited to support their child on trips and residential events
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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"> • The curriculum is fully inclusive and all children have full access to every aspect of the curriculum • We have a creative curriculum that includes topic work to appeal to the interests of the child • Assessments, including Dyslexia testing, are used to identify pupils who need specific interventions 	<ul style="list-style-type: none"> • Intervention is carefully planned to meet individual needs • The progress of children receiving intervention is carefully tracking and impact measured • Small group intervention includes: English support - letters and sounds, reading Maths support Speech and Language 	<ul style="list-style-type: none"> • Children are supported in following their interests and at an appropriate challenging level which might include an individualised curriculum • Adults are deployed effectively so that the curriculum is accessed by all pupils with individual need. • In exceptional circumstances pupils are disapplied from end of key stage tests (appropriate protocol is followed)




<ul style="list-style-type: none"> The progress and attainment of all pupils is tracked to ensure all are achieving their full potential. 	<p>Social skills Physical development - e.g. FunFit</p>	
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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"> Coads Green School is a “Dyslexia Friendly” school, where differentiated teaching and outcomes are used to ensure the progress of all children Timelines in each classroom display the timetable for that day Learning intentions and differentiated outcomes are used and discussed in every lesson Effective Questioning is used Peer feedback encourages learning motivation Examples of levelled work displayed for children to aspire to Developmental marking is used to ensure pupils know what progress they 	<ul style="list-style-type: none"> Class teachers and Teaching Assistants share lesson plans to ensure children with SEND have targeted support and provision Teaching assistants and class teachers work in small groups to ensure understanding, to foster independence and to keep children on task Independent student learning is supported by the use of technology. For example: Laptops, IPADS, Dictaphones/talking tins, Voice recognition software, Clicker 6 Special examination arrangements are put in place for exams and tests (extra time, readers scribes etc), in line with statutory guidance. 	<ul style="list-style-type: none"> Differentiated work and activities are provided to enable independent learning Individualised Precision Teaching focuses on developing targeted skills One-to-one support is in place for children who require more intensive support, e.g. for those with speech and language difficulties, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties etc. Other educational sites and professionals are accessed to support teaching and learning.

have made and what their next steps are (latest review Jan 19)		
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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"> • All children are taught skills of resilience and given strategies to enable them to work independently when appropriate • Interactive Learning Wall displays support teaching and learning • Effective Questioning supporting resources, such as dictionaries, number lines, have-a-go wipe boards, highlighters etc, are readily available in all classes • Visual timetables are used to support all learners • iPads and laptops are available to support all areas of the curriculum 	<ul style="list-style-type: none"> • Teaching assistants are trained to facilitate independence • Children have access to visual timetables and helped with self assessment • Children have access to personalised equipment to help them learn, such as planning/task management boards, writing frames • Children have personalised equipment such as coloured overlays, timers/spot timers, specialist pens and pencils and scissors 	<ul style="list-style-type: none"> • Adults working one-to-one with children encourage them to be specific about what they need help with and what they can do on their own • Adults may support them with specialist programmes of work. For example: toileting, eating, danger awareness, sex education and other life-skills • Personalised Now and Next boards, Social Stories, Contracts, visuals and timelines etc are in place to support independence

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"> • PSHE lessons and assemblies include all children • Provision for pupils with well being, emotional, physical and mental health needs is co-ordinated by the SEND co-ordinator • Staff have been trained in bereavement counselling • Risk assessments are completed and regularly reviewed 	<ul style="list-style-type: none"> • Pupil Premium is used to support vulnerable children and groups are supported to address self-esteem and social skill, as well as anger management (through RTime) • Progress and attainment data of vulnerable groups is rigorously monitored to ensure interventions are having a positive impact. • Two staff members have been trained in Trauma Informed Schools techniques and individuals are supported by and Emotionally Available Adults 	<ul style="list-style-type: none"> • TACs and reviews are attended by a range of outside agencies • Additional support can be requested from a range of agencies such as: CAMHS Educational Psychology Autism Team Hearing Support SALT Social Care Penhaligon's Friends • Students with specific medical conditions have individual health care plans




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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All children have equal opportunities for social interaction, regardless of need • All children have equal access to trips and visits, including residential 	<ul style="list-style-type: none"> • Social skills groups enable targeted children to receive support with appropriate relationships and models play and co-operation 	<ul style="list-style-type: none"> • One-to-one support by TAs to enable attendance at after school clubs • Adult one-to-one to support successful interactions and friendships • One-to-one support to enable attendance at after school clubs • Social Stories and Comic Strip Conversations are used to help children develop greater social understanding • Individual arrangements are in place to support pupils at lunchtimes such as quiet spaces and eating in the




		school building rather than in the lunch hall
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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"> • All areas of the school are accessible to everyone, including those children with SEND • Children feel safe in an environment where bullying is dealt with immediately and effectively • There is a named child protection officer, “Designated Safeguarding Lead” and a named “Child in Care” teacher - Mrs Debbie Bartlett • All staff reward good behaviour and a positive learning environment 	<ul style="list-style-type: none"> • There are quiet supervised areas where children have the opportunity to have a quiet lunchtime • There are named adults who are Team Teach trained • There is a disabled toilet available for children and staff. 	<ul style="list-style-type: none"> • Some specialised equipment enables disabled children to be independent and safe • Individualised support to enable children to take part in activities that otherwise might be deemed unsafe • Specialist equipment is available within the classroom to those pupils with physical and sensory needs e.g. wobble cushions

<ul style="list-style-type: none"> The rewards and sanctions system is robust and consistently promoted across the school 		
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Whole school transition days occur during the second half of the summer term The pre-school is integral to the school, therefore affording strong links, and with the secondary schools, including festivals, sports events and taster opportunities Older and younger pupils are paired for activities during Activities Week and Sports day 	<ul style="list-style-type: none"> Transition visits are carefully planned, and those pupils identified as possibly struggling with transition are able to have additional visits 	<ul style="list-style-type: none"> Children are provided with Transition information Children visit their new classroom or secondary schools with their TA or adult on an individual and flexible basis e.g. visits to the ARB unit at Launceston College Future Teachers and TA's attend transition meetings Children who receive Transport at Secondary Placement, will be given the opportunity to experience this

		with adult support, before their placement begins
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapy (SALT)	Assess and monitor speech and language issues	Children's care management centre Childrens.services@cornwall.nhs.uk 01873331400
Child and Adolescent Mental Health Service	Support and advice for children showing signs of mental health issues or significant social difficulties	Children's care management centre Childrens.services@cornwall.nhs.uk 01873331400
School Nurse	Support and advice for pupils with medical difficulties	Children's care management centre Childrens.services@cornwall.nhs.uk 01873331400
Social Care	Support for families experiencing difficulties with aspects of care within the family	Children's care management centre Childrens.services@cornwall.nhs.uk 01873331400
Family Support	Support for families regarding issues within the home that do not relate to care concerns	Childrens care management centre Childrens.services@cornwall.nhs.uk 01873331400
Autism Spectrum Team	Support for children with a diagnosis of ASD	Matt Wilmott 01872 323022
Cornwall Dyslexia Association	Support and advice for pupils showing signs of or have a diagnosis of dyslexia	01872 27 48 helpline@cornwalldyslexia.org.uk

Accessible Childcare (DCATCH) for children with physical and /or learning disability including autism, Aspergers and ADHD	Wrap around care funding to enable children to access extracurricular provision such as breakfast club or after school clubs	0800 5878191
Equality and Diversity Service	Support for pupils with English as an additional language	Csf.equalityanddiversity@cornwall.gov.uk 01872 327497
Cornwall Downs Syndrome Association	Support and advice for pupils with a diagnosis of Downs Syndrome	Kerry Raymond 7704 057006 co-ord@cdssg.org.uk
Hearing Support Service	Support and advice for pupils with a hearing loss	Don Easter Educational Audiology Centre, Priory Rd, St Austell PL25 5AB 01726 61004
Educational Psychologist Service	Support, observation and assessment of children with concerning academic or social progress and attainment at school	Stacy N'Jie Priory House, Prior Road, Bodmin, 01822 618265
Child in Care Service	Support and advice for pupils who are in care	CICISS Jane Stephens (SENCo lead) Tel: 01872 323104

Answers to Frequently asked Questions

1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

We regularly assess the children, and discuss whether a child would benefit from extra help. We would then talk with you to discuss any intervention. If you have any concerns about the needs of your child, you are encouraged to speak with the Special Needs Coordinator, Mrs Debbie Bartlett and/or the class teacher

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

An Daras Multi Academy Trust is ultimately responsible for your child, but delegate day-to-day responsibility to the Headteacher and her staff of Coads Green primary School.

3. How will school staff support my child?

The class teacher will have the highest expectations for your child and for all the pupils in their class. He/she will build on what your child already knows, can do and can understand. The teacher and the support staff will carefully check on your child's progress, and decide, in consultation with you, on any extra support needed to help them make the best possible progress.

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

You will receive regular reports and face-to-face meetings. You are also welcome to make additional appointments if you have any concerns at all.

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

There are a wide range of specialist services, including Speech and Language Therapy, Dyslexia Service, Child and Adolescent Mental Health Service, Autistic Spectrum Team and Sensory Service.

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

All children are fully included in all activities, including school visits, and any reasonable adjustments will be made to ensure there is no discrimination.

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

The staff within the school carefully plan the transition from one year to the next and from Key Stage One to Key Stage 2. We work closely with all the secondary schools to ensure smooth transition to Key Stage 3. Provision might include additional supported visits to classroom/school and transition activities.

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

The school budget, received from An Daras MAT, includes money for supporting children with SEND.

The Headteacher decides on the budget for Special Educational Needs in consultation with the MAT and the SENCo, on the basis of needs in the school.

The SENCO and Class teachers discuss all the information they have about SEN in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected, and decide what resources, training and support are needed
- All resources, training and support are reviewed regularly and changes made as needed.