



The Aspire Academy Trust

Our 'Local Offer' for Special Educational Needs and Disability (SEND) 2023-2024

Penryn Primary Academy is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have.

The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment and includes an Area Resource Base (ARB). Staff at Penryn Primary Academy are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to diminishing the difference between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual needs basis as well as support from external agencies where appropriate. Every child at Penryn Primary Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

[Link to Special Educational Needs Policy](#)

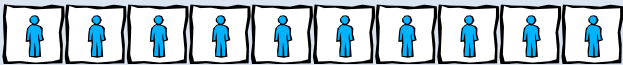


[Equality and Diversity Policy](#)

[Link to Access Plan](#)

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The levels of support and provision offered by the Aspire Academy Trust

Covid – 19 Response SEND




| <p>Whole school approaches The universal offer to all children and YP.</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <p>Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</p> <p>SEND provision overview and SEF/Audit</p> <p>Comprehensive Trust wide training sessions for all staff and SENDCos – for example differentiation, social stories, transitions – return to school and from setting to setting, Trauma Informed Schools – advice and guidance to support staff, children and communities.</p> <p>Ensure parental/family engagement</p> <p>Whole class Motional assessments to ascertain emotional wellbeing and embed whole school response strategies.</p> <p>Whole school approaches to embed new</p> | <p>Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</p> <p>Review of IEPs for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target and respond to presenting needs now.</p> <p>Review intervention programmes</p> <p>Multiagency collaboration and referrals – risk assessments in place</p> <p>Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly</p> <p>Visual supports and social stories to</p> | <p>Review EHCP provision / outcomes are accurate and any adjustments addressed through formal processes with the Local Authority</p> <p>EHCP risk assessments, when required</p> <p>Educational Psychologist planning, and support when required</p> <p>Multiagency collaboration and referrals – risk assessments in place</p> <p>Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly</p> <p>Visual supports and social stories to communicate whole school new routines</p> |

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| school routines. | communicate whole school new routines | |
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1. Student Voice -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 |
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| <ul style="list-style-type: none"> • The views and opinions of all students are valued. • Student voice is represented in all aspects of school. • Student voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing | <ul style="list-style-type: none"> • Students with SEND are included in all pupil conferencing where appropriate. • Additional provision is developed in light of student voice where appropriate. | <ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC meetings and SEND reviews. • Students are supported in target setting. • Students are consulted in their IEP review meetings and their progress is discussed. |




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>  |
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| <ul style="list-style-type: none"> • The school works in partnership with all parents and carers. <p>Where possible we have an open door policy.</p> <ul style="list-style-type: none"> • The parents/carers are invited to attend parent/carer consultation evenings. • Parent/carers know exactly who to contact if they have any concerns. • The school website, enables parent/carers to understand more about what their young children are learning. • Parents are invited to join in with school activities where appropriate. • Parents are encouraged to engage in one-to-one reading and activities. | <ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. behaviour support, literacy and numeracy skills, independent homework. • Websites are available to support parents with homework. • Parents are able to contact school re concerns at any time. • School Parent Support Advisor available to all parents who require or are identified as requiring additional support. | <ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Advocacy is available to ensure the above. • All documentation can be presented in a format that is accessible to individual parents. |

3.The curriculum

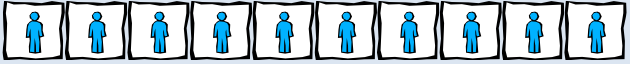


| <p>Whole school approaches. The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • All students have the opportunity to increase their independent learning and literacy skills through application within the curriculum. • Assessments (including dyslexia screening) are used to identify students who need specific interventions. | <ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: • Literacy- reading, comprehension and spelling , handwriting phonological awareness, phonics, fresh start • numeracy including number sense • speech and language • motor and co-ordination skills (funfit) • social skills | <ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects but we plan for all children to access the entire curriculum at all times. • Students allocated a place in the ARB are integrated with their mainstream peers when appropriate to their individual learning needs. |

4. Teaching and learning

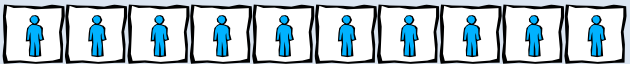


| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Pupils are assessed to ensure learning is matched to their individual entry point • Preferred learning styles are used. • Learning Objectives are displayed and shared with all pupils. • Differentiated Success Criteria are shared. • Students' work is regularly marked and appropriate feedback is given. • Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed. | <ul style="list-style-type: none"> • Class based staff share information to ensure that students with SEND have targeted support and provision. • Class based staff work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. - Extend their learning further • Independent student learning is supported by the use of technology. • Special support arrangements are put in place for internal and external tests (readers scribes etc). | <ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory difficulties, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. <p>vice from external agencies special schools requested and provision adapted accordingly</p> <ul style="list-style-type: none"> • Personalised learning and timetables are in place to support those who need it |

- Alternative ways of recording are used.

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>  |
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| <ul style="list-style-type: none"> • Technology is available to aid Independence. • Resources are available in all classrooms containing which promote independence • Students have access to : <ul style="list-style-type: none"> - visual timetables using widget symbols - resources to support learning | <ul style="list-style-type: none"> • Where emotionally available adults are in the classroom they facilitate independence. • Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers | <ul style="list-style-type: none"> • Adults working one-to-one with students 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. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent • Personalised task boards and resources 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>  |
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| <ul style="list-style-type: none"> • PSHE lessons include all students • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Counselling support services can be accessed where appropriate • Student issues are dealt with by trained staff, as they arise. • School nurse service is available through parental or school referral. • A whole school 'Trauma Informed Schools:UK' 'approach is modelled by all members of staff | <ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - friendship building skills - confidence • Risk assessments carried out. • Additional Forest School small group sessions • Toast club to support Social skills • Lunch club to promote playing with others • Group TIS:UK sessions • Forest school Nurture group for identified children | <ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Boxall profiling or Trauma Informed Schools: UK is used to tailor provision to need • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Aspire Trust School - Penhaligon's Friends - ASD team |




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| <ul style="list-style-type: none"> • Every child has access to the Forest School as part of their provision | | <ul style="list-style-type: none"> • Students with specific medical conditions have individual health care plans. • 1:1 TiS:UK sessions • Specialist external provisions are used, such as BF Adventures, Boot Up, Wave APA (Nine Maidens Academy), Miracle Woods, Noah's Ark • Sensory room is available for pupils identified to benefit from this |
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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 |
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| <ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need • All students are invited on trips and visits subject and support is planned accordingly • Every class accesses Forest School Provision every term | <ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools. • More able children are encouraged to take part in multi-school sessions at the local secondary schools. | <ul style="list-style-type: none"> • Students are individually supported by adults to enable their attendance at after school clubs or events when appropriate. • Lunch club support unstructured social times for those who need more structure • Group TiS sessions focus on Social Skills |




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8. The physical environment (accessibility, safety and positive learning environment).

| Whole school approaches The universal offer to all students | Additional, targeted support and provision | Specialist, individualised support and provision |
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| <ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. • All facilities have wheel chair accessible classes. • Students feel safe and in an environment where bullying is | <ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons e.g cooking. • Adapted toilets available. • Some toilets adapted by height. • Adjustable chairs/ tables can be | <ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • The sensory and movement room |

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| <p>acknowledged and dealt with effectively.</p> <ul style="list-style-type: none"> • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. • All areas of the school endeavours to be an uplifting, positive and supportive learning environment. • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school. | <p>made available.</p> <ul style="list-style-type: none"> • Many staff have been trained in positive handling techniques – 'Team Teach'. | <p>are available for children to access regularly.</p> |
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9. Transition from year to year and setting to setting

| <p>Whole school approaches The universal offer to all students</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • There are links with feeder nursery schools. Teachers and SENDCo identify students who may need extra support at transition. | <ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. | <ul style="list-style-type: none"> • The SENDCo attends SEN EHC reviews. • Students have a structured and |

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| <ul style="list-style-type: none"> • Primary children visit local secondary schools regularly. • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all pupils across key stages/year groups and settings. • Regular sessions throughout the year for 6 six pupils within their feeder Secondary school | <ul style="list-style-type: none"> • Students identified as possibly struggling with transition have many additional visits in small groups. • Pupils are identified by class teacher as to whether they need an enhanced transition which includes additional classroom tours, extra time with new staff and booklets for the summer holidays. | <p>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.</p> <ul style="list-style-type: none"> • Personalised transition booklets provided |
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10. Services and organisations that we work with:

| <u>Service/Organisation</u> | <u>What they do</u> | <u>Contact details</u> |
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| Educational Psychologist | The educational psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support these children. | Via school SENDCO |
| Speech and Language therapist | The speech and language therapist works alongside our school to support children with speech/language needs. | See family information service (FIS) website |
| Autism spectrum team | The autism education advisor works with | Via school SENDCO |

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| | the school to provide advice and guidance in supporting the needs of children with a diagnosis of autism. | |
| Child and Adolescent Mental Health Service (CAMHS) | CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs. | See family information service (FIS) website |
| Mental health support team | In school support from an education mental health practitioner who works with CAMHS. | See family information service (FIS) website |
| Behaviour for learning lead (Aspire) and inclusion team | The behaviour lead offers advice and support when children exhibit challenging behaviour in school. | Via school SENDCO |
| Cognition and learning service | The service works alongside our school to support children with dyslexia and training/advice for teachers. | Via school SENDCO |
| School nursing service | The school nursing service provides confidential advice and support for children with health needs. | Via school SENDCO |
| Parent support advisor | The parent support advisor can offer advice and support to parents for a wide range of issues. | Via school SENDCO |
| Hearing support team | The service works with hearing impaired children and staff. | Via school SENDCO |
| Vision Support team | The service works with visually impaired children and staff. | Via school SENDCO |
| Physical and medical needs team | This team supports with physical movement, mobility and occupational therapy. | Via school SENDCO |
| Education welfare officer | The Education Welfare Officer works with the school, parents and pupils to support regular school attendance. | Via school SENDCO |

11. Pupil progress

Pupil progress is monitored, at least termly, through the collection of data and termly progress meetings. During these meetings, the SENDCo, class teacher and Senior Leadership Team will look closely at the progress that has been made. Provision will be adapted as a result of the meeting. Progress will also be monitored through the pupil's IEP targets. After each cycle, the plan will be reviewed and progress towards each target will be monitored. New targets will be set according to the progress made and provision adapted accordingly.

12. How we know how good our SEN provision is

Rigorous monitoring of the SEN provision is in place. This is a triangulation of information involving the pupil data; book looks and learning walks; and discussions with parents, pupils and staff. When this information is collated together we can see the impact that provision is having for the pupils. The school also uses the Aspire SEN charter Mark as a way of gauging the quality of Provision. This is a set of standards which have been written, using the Code of Practice 2014, to ensure expectations are in place. Penryn Primary Academy have achieved the Gold award.

13. If you wish to complain

In the first instance, the class teacher is the best person to speak to. Following this, the SENDCo, then the Head of School are the next points of contact. If you would like support from outside of the school, SENDIASS are able to offer impartial information, advice and support. They can be found at: <https://www.cornwallsendiass.org.uk/>

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer | Care and Support in Cornwall](#)

Answers to Frequently asked Questions

1. How does your school know if children/young people need extra help?

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Penryn Primary Academy. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are regularly discussed and reviewed by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child. During pupil progress meetings, where a child is not making the expected progress, they are discussed to see whether they need to go on to the school's register of need. Once on the register of need, they will then be monitored closely and an IEP will be written for them to help identify the barriers to their learning.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head of School. Following these meetings, steps will be taken to address any concerns you may have about your child.

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Termly progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed.

3. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Penryn Primary Academy we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – support

and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished. Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support.

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

Penryn Primary Academy operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in every term, and in the Spring term annual reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. We also hold some informal sessions throughout the year where parents can come to drop in sessions to work alongside their child. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head of School at your request.

5. What support will there be for my child's overall well-being?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential. As a school, we are all trained with a basic understanding of Trauma Informed School – a program which underpins the school ethos and supports pupils with their emotional health and well-being. We have designated TIS practitioners who work closely with identified groups and individuals to give further targeted support.

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

At Penryn Primary Academy we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

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

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.
<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

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

Everyone is included in everything at Penryn Primary Academy School. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

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

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with an Education, Health and Care Plan, the local authority provide top up funding which is decided by the statutory SEN panel to support the pupil in school. In-school resources and support are detailed in Individual Educational Plans (IEPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

10. How is your School Offer reviewed?

Our School Offer is reviewed on an annual basis using feedback from a range of sources alongside recent training and CPD.

