



Penryn Primary Academy

## **SEND Information Report and Local Offer**

Name of SENCo: Iona Stoddard

Dedicated time weekly: 5 days

Contact email: [iona.stoddard@penrynprimary.org](mailto:iona.stoddard@penrynprimary.org)

Contact Phone Number: 01326 373290

Name of SEN Governor: Denise Lawry

School Offer link: <http://www.penrynprimary.org/website/policies/305277>

### **Whole School Approach to Teaching and Learning:**

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

### **Our Graduated Response for Learners:**

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by conversations with staff and parents, data analysis, pupil conferencing, work scrutiny, professional reviews, pupils placed at 'On Alert' to put in targeted intervention.
- ✓ Identification of children/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

### **How we identify children/young people that need additional or different provision:**

- ✓ Class teacher refers to SENDCO – children who have been 'on alert' for two terms and provision put in place at this point has had no significant impact
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies



Penryn Primary Academy

We take a holistic approach in all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

**How we listen to the views of children/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	Class teachers and all relevant members of staff	As required
Parents’ Evenings	Class teachers	Once a term
Home-School Book	According to need	Dependant on the need
Assess, Plan, Do, Review meetings (IPMs)	Class teacher and SENDCo when required	Once a term
TAC meetings	Pupils with 3 or more agencies working with them	Every 6 – 8 weeks

**The Assess, Plan, Do, Review Cycle:**

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by termly review meetings where provision is adapted to meet current needs. An Individual Provision Map is put in place in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

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

- ✓ Communication and Interaction – individual Speech and Language Support, Social Stories, ARB specialist teacher
- ✓ Cognition and Learning – RWI, individual and small group interventions, precision teach, phonological awareness intervention
- ✓ Social, Emotional and Mental Health – CHaLK counselling, individual, group and whole class Trauma Informed Schools: UK intervention, Forest School provision, Nurture Group
- ✓ Sensory and/or Physical Needs – Funfit, daily physiotherapy, specialist equipment as advised by external agencies, adaptations made to the environment
- ✓ Area Resource Base



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During the 2017/2018 academic year, we had 101 Children/young people receiving SEN Support and 13 children/young people with Education, Health and Care Plans.

We monitor the quality of this provision by class observations, pupils progress meetings, work and book scrutiny sessions.

We measure the impact of this provision by data analysis, work and book scrutiny, professional reports

**Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ Individual support
- ✓ Carrying out interventions and small group support
- ✓ Adaptations to equipment and resources
- ✓ Forest School Provision
- ✓ TIS:UK provision

We monitor the quality and impact of this support by observations, record keeping, data analysis

**Distribution of Funds for SEN:**

This year, the budget for SEN and Inclusion was:

	<b>Type of Funding</b>	<b>Note</b>
£24,109.31	SEN Top Up Funding	Relates to specific children as per the school's SEN statement or EHCP for additional support
£4,995.00	High Needs Protection	An element of funding that recognises the SEN need over and above that which the core budget supports
£47,555.36	Notional SEN Funding	Part of the core budget, appertaining to SEN
<b>£76,659.67</b>		



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<b>Expenditure</b>	<b>Type of Expenditure</b>	<b>Note</b>
£94,020.00	SEN Staffing	SENCO's – 0.6- and TA support
£478.06	SEN Resources	General consumables and resources
£6,110.00	SEN Professional Services	External SEN Service, Ed Psych, SEN Behaviour Service
£26,495.38	SEN extra staffing-days support	Supply costings – for extra days - Teacher – 45 days & Teaching Assistants – 234.5 days
<b>£120,993.44</b>	The difference on SEN was supported by the Executive Principle and the Aspire Bursar.	

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Resources
- ✓ Nurture Group for KS1
- ✓ Counselling service
- ✓ Additional adult support for pupils with SEMH needs

**Continuing Development of Staff Skills:**

<b>Area of Knowledge/Skill</b>	<b>Staff Member</b>	<b>Training Received</b>
Communication	1 ARB staff member	Makaton training
Social and Emotional Health and Well being	2 staff members	TIS:UK practitioner Training
Social and Emotional Health and Well being	Whole school staff	Introduction to TIS:UK



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De-escalation and manual handling	2 staff members	Team Teach Trainer course
De-escalation and manual handling	6 staff members	Team Teach
Cognition and Learning	All teaching staff	Dyslexia classroom support
Management	SENDCo	National SEN Qualification
Cognition and Learning	1 HLTA and 1 TA	Dyslexia Friendly Schools
Management	SENDCo	Data and expectations
Medical	2 staff members	Epilepsy training
Social and Emotional Health and Well being	SENDCo and TIS:UK leader	Impact of Social Media on Young People

Whole school training this year has included TIS:UK; SEN requirements under the 2014 Code of Practise; and attachment training.

Groups of Staff have also developed their knowledge of the above by attending training.

We monitor the impact of this training by observing the strategies provided in practise and ensuring that policies are followed by staff.

### **Partnerships with other schools and how we manage transitions:**

We work with a number of schools in the area in the following ways:

- ✓ Termly SENDCo meetings with the hub schools
- ✓ SENDCo network meetings
- ✓ Half termly Pupil Welfare Group meetings with our hub schools
- ✓ Links with our local pre-schools and Secondary school with increased transition sessions when appropriate
- ✓ Attendance for relevant staff to TAC meetings and SEN Reviews during the transition period
- ✓ Hub monitoring visits

We ensure that the transition from Nursery to Reception is smooth by attending TAC meetings and SEN reviews in the term before they start and setting up individual transition plans.

We support the transition from Reception to Year 1 by visiting pupils in their current settings; begin introducing relevant staff in the previous term; setting up transition books; adding in additional transition sessions.



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We help children to make the move from year 2 to 3 by extra visits to their new classrooms and meeting of their new staff; parent meetings to meet new staff and additional meetings as required.

The transition from year 6 to secondary school is supported through weekly visits to the new setting.

For children/young people with SEN, we also meet with the parents and current setting to ensure a handover of information and to support getting to know the family. We add in additional transition sessions, where appropriate, and we have offered a staggered start and part time hours for some pupils with SEN making the transition into the reception classrooms.

Parents are included in this process through attending TAC meetings; meeting staff prior to move into new setting.

### **Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEN Action Plan. This can be available if required; please speak to the SENDCo. We use the Aspire Charter mark to rigorously monitor our provision. This year, we achieved the silver award.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact the class teacher as the first point of contact. The SENDCo is also available to discuss any concerns or complaints you may have.

This year we received zero complaints with regard to SEN support and provision.

### **Other relevant information and documents:**

The Designated Safeguarding Leads in our school are James Hitchens, Kirstie MacLachlan, Iona Stoddard, Chris Lee and Hannah Hooper.

The Designated Children in Care person in our school is Iona Stoddard

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan can be found on our website at <http://www.penrynprimary.org/website/policies/305277>

The School Development plan can be found on our website: <http://penrynprimary.org/>

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed on our website.



## Penryn Primary Academy

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website:

<http://penrynprimary.org/>

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.



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**LOCAL OFFER**

## **The Aspire Academy Trust**

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



## Penryn Primary Academy

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. 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 narrowing the gap 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 need 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

<http://www.penrynprimary.org/website/policies/305277>

Link to Equality and Diversity Policy

<http://www.penrynprimary.org/website/policies/305277>

Link to Access Plan

<http://www.penrynprimary.org/website/policies/305277>

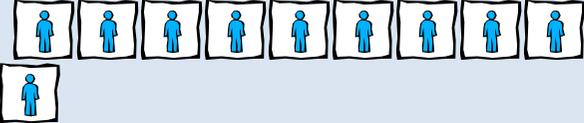
**Name and contact details of the Special Educational Needs and Disabilities Coordinator: Iona Stoddard**

**iona.stoddard@penrynprimary.org ; 01326 373290**

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



### 1. Student Voice -Listening to and responding to children and young people

<p>Whole school approaches</p> <p>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"> <li>• The views and opinions of all students are valued.</li> <li>• Student voice is represented in all aspects of school.</li> <li>• Student voice is heard through:               <ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- School Council</li> <li>- Pupil Conferencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in all pupil conferencing.</li> <li>• Additional provision is developed in light of student voice where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the student.</li> <li>• Student’s views are an integral part of TAC meetings and SEND reviews.</li> <li>• Students are supported in target setting.</li> </ul>



## 2.Partnership with parents and carers

<p>Whole school approaches</p> <p>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"> <li>• The school works in partnership with all parents and carers.</li> </ul> <p>Where possible we have an open door policy.</p> <ul style="list-style-type: none"> <li>• The parents/carers are invited to attend parent/carer consultation evenings.</li> <li>• Parent/carers know exactly who to contact if they have any concerns.</li> <li>• The school website, enables parent/carers to understand more about what their young children are learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend extra-curricular activities where appropriate.</li> <li>• Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework.</li> <li>• Websites are available to support parents with homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate.</li> <li>• Parent/carer’s views are an integral part of TAC meetings and SEND reviews.</li> <li>• Advocacy is available to ensure the above.</li> <li>• All documentation can be presented in a</li> </ul>

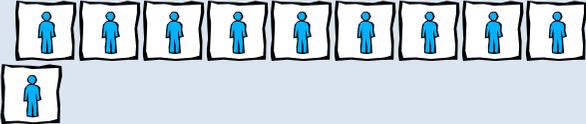


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	<ul style="list-style-type: none"><li>• Parents are able to contact school re concerns at any time.</li><li>• School Parent Support Advisor available to all parents who require or are identified as requiring additional support.</li></ul>	<p>format that is accessible to individual parents.</p> <ul style="list-style-type: none"><li>• Parents are encouraged to join in with school trips where appropriate.</li><li>• Parents are encouraged to engage in one-to-one reading and activities.</li></ul>
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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"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All students, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• All students are able to boost their independent learning and literacy skills through application throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are bespoke and needs led.</li> <li>• The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are adapted in light of student progress.</li> <li>• Small group intervention includes:</li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities.</li> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>• In exceptional circumstances students can be disapplied from some subjects.</li> </ul>

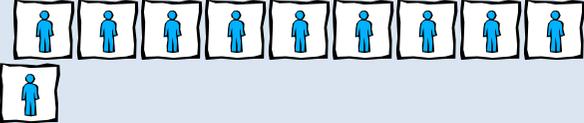


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<ul style="list-style-type: none"><li>• Assessments (including dyslexia testing) are used to identify students who need specific interventions.</li></ul>	<ul style="list-style-type: none"><li>- literacy- reading, comprehension, spelling</li><li>- handwriting</li><li>- numeracy</li><li>- speech and language</li><li>- keyboard skills</li><li>- motor and co-ordination skills</li><li>- social skills</li></ul>	<ul style="list-style-type: none"><li>• Students allocated a place in the ARB are integrated with their mainstream peers when appropriate to their individual learning needs.</li></ul>
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#### 4. Teaching and learning

<p>Whole school approaches</p> <p>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"> <li>• 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.</li> <li>• The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>• Different level groupings are identified for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Class based staff share information and lesson plans to ensure that students with SEND have targeted support and provision.</li> <li>• Class based staff work with small groups to:               <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> <li>- keep students on task.</li> </ul> </li> <li>• Independent student learning is</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning.</li> <li>• One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</li> <li>• Outreach from special school</li> </ul>

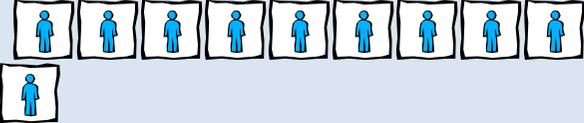


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<ul style="list-style-type: none"><li>• Preferred learning styles are used.</li><li>• Learning Objectives are displayed and shared with all pupils.</li><li>• Differentiated Success Criteria are shared.</li><li>• Students' work is regularly Marked and appropriate feedback is given.</li><li>• Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed.</li><li>• Alternative ways of recording are used.</li></ul>	<p>supported by the use of technology.</p> <ul style="list-style-type: none"><li>• Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc).</li></ul>	<p>requested for advice on teaching and learning. E.g CDC.</p>
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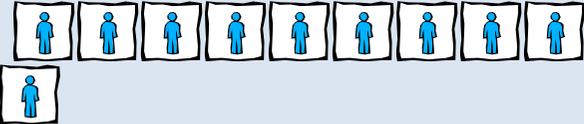
### 5. Self-help skills and independence

<p>Whole school approaches</p> <p>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"> <li>• Technology is available to aid Independence.</li> <li>• Resources are available in all class-rooms containing which promote independence</li> <li>• Students have access to :               <ul style="list-style-type: none"> <li>- visual timetables</li> <li>- ipads</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence.</li> <li>• Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants 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.</li> <li>• 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</li> </ul>



		<ul style="list-style-type: none"> <li>Personalised task boards and timetables are in place to support independence.</li> </ul>
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## 6. Health, wellbeing and emotional support

<p>Whole school approaches</p> <p>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"> <li>PSHE lessons include all students</li> <li>There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs.</li> <li>Buddies are trained to support fellow students.</li> </ul>	<ul style="list-style-type: none"> <li>Time limited and monitored groups address:               <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</li> <li>Boxall profiling or Trauma Informed School:UK is used to tailor provision to need</li> <li>Additional support for students can be requested from</li> </ul>

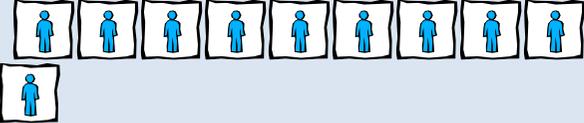


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<ul style="list-style-type: none"><li>• Counselling support services can be accessed where appropriate</li><li>• Student issues are dealt with by trained staff, as they arise.</li><li>• School nurse service is available through parental referral.</li><li>• A whole school 'Thrive' approach is modelled by all members of staff</li></ul>	<ul style="list-style-type: none"><li>• Risk assessments carried out.</li></ul>	<ul style="list-style-type: none"><li>- CAMHS</li><li>- Social Care</li><li>- Dreadnought</li><li>- Penhaligans Friends</li><li>- Music therapy</li><li>- External Provisions</li><li>• Students with specific medical conditions have individual health care plans.</li></ul>
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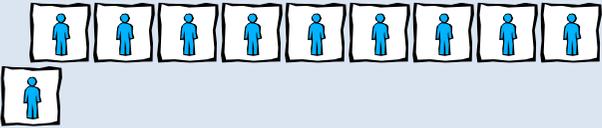


### 7. Social interaction opportunities

<p>Whole school approaches</p> <p>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"> <li>• All students have opportunities for social interaction, regardless of need</li> <li>• All students are invited on trips and visits subject to necessary risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held within the community.</li> <li>• More able children are encouraged to take part in multi-school sessions at the local secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Students individually supported by TA's or have PA's to enable their attendance at after school clubs or events when appropriate.</li> </ul>



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

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

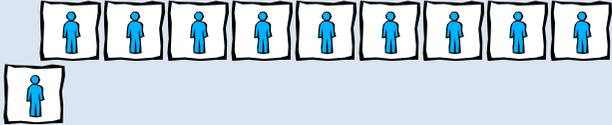


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<p>deputies) and a named 'Child in Care' teacher.</p> <ul style="list-style-type: none"><li>• All areas of the school endeavours to be an uplifting, positive and supportive learning environment.</li><li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li><li>• The rewards and sanctions system is robust and displayed around the school.</li></ul>	<ul style="list-style-type: none"><li>• There are named adults who are 'teamteach' trained</li></ul>	
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### 9. Transition from year to year and setting to setting

<p>Whole school approaches</p> <p>The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• There are links with feeder Nursery schools. Pastoral leads identify students who may need extra support at transition.</li> <li>• Primary children visit local secondary schools regularly.</li> <li>• Nursery/Secondary staff visit school to support transition.</li> <li>• Transition events are available and accessible to all pupils across key stages/year groups and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Buddy’ or peer systems are in place for students who are particularly vulnerable at transition.</li> <li>• Students identified as possibly struggling with transition have many additional visits in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCO attends annual statement &amp; EHC reviews.</li> <li>• Students 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.</li> </ul>



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### 1. 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 Head of School 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.

### 2. 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 Silver award.

### 3. 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/>



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## 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.

### **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 Teacher. Following these meetings steps will be taken to address any concerns you may have about your child.

### **3. 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. Half termly progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed.

### **4. 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.

### **5. 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 both the Autumn and Spring terms, and in the Summer 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 many 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 Teacher at your request.

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



## Penryn Primary Academy

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 Thrive – a program which underpins the school ethos and supports pupils with their emotional health and well-being. We have designated Thrive practitioners who work closely with identified groups and individuals to give further targeted support.

### **7. 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.

### **8. 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>

### **9. 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.

### **10. 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, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In addition to this, these children also have access to free resources and support from external professionals such as the Autism Support Team for example. In-school resources and support are detailed in Individual Education 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.

### **11. How is your School Offer reviewed?**

Our School Offer is reviewed on an annual basis in consultation with staff, parents and governors of the school.



Penryn Primary Academy