



Special Educational Needs and Disabilities Policy & Information Report 2024 - 2025

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Review date: October 2025

Responsible Persons:

Executive Headteacher - Mr C Hayes

SENDCo – Mrs K Rose-Lean

Mission Statement

At Newquay Primary our mission is to know, value and understand all of our students, ensuring they have equal access to a flexible, creative curriculum, fostering inclusion for all.

Aims

At Newquay Primary we believe that all students have the right to:

- An education which enables them to become full, independent and active members of the community
- An education that is broad and balanced with the maximum possible access to the curriculum
- Have their contributions and achievements recognised
- Be seen as individuals with differing interests, knowledge and skills

We will ensure that:

- All pupils will have access to an appropriately differentiated curriculum
- Additional support is well targeted, using a judicious blend of in-class support and interventions
- All pupils are fully integrated into the activities of the school so far as is reasonably practical
- Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil
- Pupils are encouraged to take responsibility with us for their learning
- Pupils' difficulties are identified as early as possible and reviewed in line with the assess, plan, do, review cycle of assessment
- Parents/carers are informed and involved as partners in their children's learning
- Collaborative Pupil Passports are created and shared with the staff team
- Effective partnerships are developed with outside agencies, where this is required
- Pupils are prepared for transition after primary school
- Roles and responsibilities of staff are clearly identified

SEND Areas of Need

Pupils will have needs and requirements which may fall into at least one of four areas, many pupils will have inter-related needs. The areas of need are:-

- **Communication and Interaction** - for example Autism Spectrum Conditions (inc. Asperger's Syndrome), Speech and Language difficulties
- **Cognition and Learning** for example - Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- **Social, Emotional and Mental Health** Difficulties for example - ADHD, Attachment disorder, Mental illness or depression
- **Sensory and/or Physical needs** for example - Vision/hearing impairment, Motor skill

SEND Identification

A pupil has a learning difficulty or disability if he/she:

- Has a greater difficulty in learning than the majority of pupils of his/her age and/or
- Has a disability which prevents or hinders them from making use of educational facilities/provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the academy. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to students' diverse learning needs
- aims to help students overcome potential barriers to learning.

Pupils are identified and assessed through:

- Teacher/staff observations and concerns
- Through the collection of teacher assessments, moderated evidence and assessment results
- Statutory assessment information
- Information from parents/carers or the pupils themselves
- Information from outside agencies that have contact with the pupil or family
- Monitoring of social and emotional behaviour through liaison with heads of year
- Monitoring of standards of work by class teachers, heads of year, leadership.

Whilst it is clear that the purpose of identification is to work out what action the academy needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole pupil, not just their special educational needs.

A graduated approach to support of SEND at Newquay Primary Academy

At Newquay Primary Academy there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND

if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Record of Need

Newquay Primary's Graduated Response consists of two levels as follows:

SEN Support are placed on the RoN at this level after assessment and consultation between the SENDCo and teaching staff when it is established that they have a significant learning difficulty and need provision that is additional and different.

At this point, parents/carers will be informed of the decision and the academy will continue to work in partnership with them, listening their views and those of the pupil, and involving them proactively in planning and decision making.

This will take the form of a Termly '**Assess-Plan-Do-Review Cycle**'.

Assess

- Teacher's high quality, accurate formative assessment and experience of a pupil
- Pupil progress, attainment and behaviour through progress/attainment data at calendared data drops
- Development and attainment in comparison to peers
- Views and experiences of parents
- The pupil's own views
- If relevant, assessments, views of and advice from external services

Plan

A plan will be drawn up by SENDCo and class teacher in consultation with parents and pupil. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- A Pupil Passport to be created and shared on Provision Map through so teachers can support the pupil using the strategies outlined.
- A named Learning Support, to monitor the pupil in lessons and communicate with the family regarding additional support and impact

Do

The class teacher remains responsible for working with the pupil on a daily basis.

The SENDCo supports the teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

Parents will be invited to attend review meetings at least termly in order to monitor/ review the effectiveness of the support and the impact on the pupil's progress.

A new the plan will then be drawn up.

If a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the academy will involve specialists including those from outside agencies. The views of parents/carers and the pupil are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment.

The Local Authority will consider an application and may issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the academy with parents/carers, the pupil and all professionals involved invited to attend.

Identifying and Monitoring SEND Further information on SEND can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

At Newquay Primary Academy, SEND provision looks like...

- Learning Support Staff deployed in lessons and interventions
- Access to The Sensory Room
- A range of specific SEND interventions for behaviour, social skills and learning
- Support for positive behaviour
- Social Skills interventions
- Specialist support from outside agencies eg Speech and Language Team; Mental Health School Support Team
- Keyworker and/or Learning Support Staff for all students at SEN Support and Students with an EHCP

Further information can be found in the Academy Information Report

Exiting and auditing the SEND Record of Need

The SENDCo has responsibility for the removal of a pupil from support on the Record of Need. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents/carers.

Roles and Responsibilities

The role of the SENDCo

- Overseeing the day-to-day operation of the academy's SEND policy
- Coordinating provision for pupils with special educational needs and disabilities
- Liaising with and advising/team teaching with teachers
- Managing keyworker, learning support staff
- Overseeing the records of all pupils with special educational needs and disabilities
- Liaising with parents/carers

- Contributing to the in-service training of staff
- Liaising with external agencies
- Attend appropriate training to support the role
- Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff

The role of the Teacher

- Planning for pupils' full participation in learning and in physical and practical activities
- Planning to develop pupils' understanding through the use of all available senses and experiences
- Helping pupils to manage their own behaviour and to take part in learning effectively and safely
- Helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing support as appropriate for pupils needing support in communication, language and literacy
- Maintaining appropriately detailed records
- Assessing and monitoring, with the SENDCo, the pupils' progress in line with existing academy practices
- Tracking individual pupils progress regularly
- Liaising with parents/carers regularly about pupils with special educational needs.

The role of the Learning Support

- Understand and advocate for the needs of individual learner
- Helping pupils to manage their own behaviour and to take part in learning effectively and safely
- Helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing support as appropriate for pupils needing support in communication, language and literacy Learning Support staff are deployed within the classroom setting supporting teachers as well as planning and leading small group interventions. Learning support staff receive appropriate training to support the diverse needs of all our students.

Partnership with Professionals

We will seek work collaboratively with professionals who can provide additional support for Newquay Primary Academy.

Please refer to the Academy Information Report for details on the professionals that we work with.

Partnership with Parents (all those with parental responsibility)

At Newquay Primary we will work to ensure:

- Parental knowledge and expertise in relation to their child is acknowledge
- Parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- Differing perspectives are respected and seek constructive ways of reconciling different viewpoints

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with their child's academy and alert them to any concerns they have about their child's learning or provision

Partnership with Pupils

Newquay Primary Academy will work to ensure that pupils are fully aware of their individual needs and the targets in their Pupil Passports. Steps will be taken to involve pupils in decisions which are taken regarding their education.

Partnership with our community- Transitions

We will seek to know your child as early as possible. We have strong links with Newquay Junior Academy and academies within our local community. We have extended transition programmes for pupils with SEND. Our links with local secondary schools Tretherras and Treviglas are extensive and include supported transition; parent/carers open days and staff sharing sessions.

We welcome additional parent/carers meetings and visits and aim to make transition personalised.

Evaluating Success

The Newquay Primary SEND policy will be kept under review.

Evidence will be gathered regarding:

- Staff awareness of individual student needs
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs and disabilities
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Consultation with parents/carers
- Pupils' awareness of their targets and achievements
- The academy meets the statutory requirements of the SEN Code of Practice 2014

Disability and Accessibility

Newquay Primary Academy adopts a 'whole school approach' to special educational needs and disabilities which involves all the staff taking responsibility for the needs of the pupils in their class. We have adapted facilities to support pupils within the four identified areas of need. Our buildings have access, to most areas, for wheelchair users. We have advice and guidance from the Vision Support team to ensure access for our students with Vision Impairment.

For further information, please refer to the School Accessibility Plan.

Complaints

The academy's standard complaints system applies.

Bullying

Please refer to the school's Anti-Bullying Policy.

Safeguarding

Mrs K Rose-Lean – SENDCo & Designated Safeguarding Lead

Mrs Anita Rich – Assistant SENDCo

Mrs M Mackay – Parent Support Advisor/Pastoral Lead

Designated Teacher for Children in Care

Mrs K Rose-Lean – SENDCo - Safeguarding Team

For further information about specific support offered at Newquay Primary please refer to the: Special Educational Needs and Disabilities Academy Offer.

Current SEND figures for Newquay Primary Academy September 2024

| Year Group | Special Education Needs | Education, Health Care Plan (EHCP) | SEND Support (K) |
|------------|-------------------------|------------------------------------|------------------|
| Year 3 | 5 | 0 | 5 |
| Year 2 | 6 | 0 | 6 |
| Year 1 | 2 | 1 | 1 |
| Year R | 0 | 0 | 0 |