



Newquay Primary Academy

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

Responsible Persons:

Name of the Special Educational Needs and Disabilities Coordinator:

Mrs Karen Dickens; Operational SENDco Mrs Kate Rose-Lean

Executive Head Teacher - Overall responsibility for all pupils:

Mr Craig Hayes

The levels of support and provision offered by our academy.

Newquay Primary Academy Mission Statement

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




Our Local Offer provides information to parents and carers of pupils who have Special Educational Needs and lists all the areas of support we provide or involve supporting pupils in our care. In order to comply with section 69 of the children and families act 2014, we would like to draw your attention to other policies that underpin our local offer.

[Link to Special Educational Needs Policy](#)

[Link to Single Equality Plan](#)




[Link to Attendance Policy](#)

- Listening to and responding to pupil and young people

<p>Whole academy approaches The universal offer to all pupil 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 of all pupil are listened to and valued. • The pupil’s opinions are voiced to the academy through: <ul style="list-style-type: none"> • Pupil conferencing, • Annual reviews, • meetings, questionnaires and surveys, • Friendly listeners • Academy council • Academy rules • Access to reading “nooks”— a quieter, supported learning environment • Dedicated Pastoral Team • Praise and reward system • Assemblies • Sports Day • Extensive choice of extra-curricular activities offered 	<ul style="list-style-type: none"> • Pupil with SEND are encouraged to be involved with all feedback groups. • Pupil with SEND are given additional support and guidance through differentiated planning and Learning Support, support • Teachers use assessment and work together to monitor the progress of pupil with SEND • Pupils with SEND are included in all consultation groups and focus teams • Additional provision is developed in light of student voice • The pupils are encouraged to talk with the SENDCo and Assistant SENDCo /Pastoral Team/ teachers /Learning Supports/Trusted keyworker adults 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil through: <ul style="list-style-type: none"> • Access to The Pastoral Team and TIS practitioners • Access to trusted keyworker adults • Individual and specialist support offered through referrals to outside agencies (eg CAMHS /Autism Team) or through the expertise of The Pastoral Team: Time to Talk/Lunchtime Drop ins • Asking children their opinions and these are included in Annual Reviews, SEN Support Reviews, TAC meetings • Pupils's are supported in person centred planning and target and outcome setting through individual Pupil Passports • The pupils are encouraged to talk with the SENDCo and Assistant SENDCo / teachers /Learning Supports/Trusted keyworker adults • Support staff are available to advise and help pupils at all times




		<ul style="list-style-type: none"> • Through the use of a key workers, all students who have an Education and Health Care Plan, will have an opportunity to discuss their learning and improvements regularly • Regular contact with parents and carers as required •
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• Partnership with parents and carers

<p>Whole academy approaches The universal offer to all pupil and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The academy works in partnership with all parents and carers: • The parents and carers of all pupils are invited to year group expectations evenings. • Regular newsletters and the academy website keep parents and carers informed about what the pupil are learning, academy events and dates. • Where necessary parents are given support to access multi-agency support • Parents/carers are contacted via our text message service to ensure all families receive individual messages from academy staff. 	<ul style="list-style-type: none"> • Parents have the opportunity to be involved in choosing extra-curricular clubs and activities. • Parent meetings, • Termly Meetings with class teacher • Homework grids and letters in reading folders enable parents to see homework tasks and keep informed of class work • Parents and Carers are invited to • attend information sessions and open afternoons • Home/Academy books are provided for pupil when necessary 	<ul style="list-style-type: none"> • Parents and carers are actively invited to attend SEN Review meetings • Parents and carers views are an integral part of review meetings; Annual Review and SEN Support Reviews • SENDCo and Assistant SENDCo are available via phone/email/individual meetings to discuss issues concerning children with SEND • Parental meetings with appropriate members of staff as appropriate




<ul style="list-style-type: none"> • Parents and carers are made aware of who to contact if they have any concerns: <ul style="list-style-type: none"> ➢ Class teacher ➢ Head of Year ➢ SENDCo and Assistant SENDCo ➢ Senior Leadership Team • Parent questionnaires to gain parental feedback • Access to Reading “Nooks” - A quieter, supported learning environment • Advice/support/guidance • “Strategies for Supporting Pupils with SEND document” to support every inclusion within every subject is highlighted on the academy website for parents to read. 	<ul style="list-style-type: none"> • Parents/carers can access to the Parent Support Advisor in person or via an academy mobile • The trained and skilled pastoral staff can offer specialist advice/support/guidance. 	<ul style="list-style-type: none"> • Parents/carers are informed of any additional intervention their child receives • Home/School books are provided for children when necessary • Attendance support through the Pastoral Team
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- The curriculum

<p>Whole academy approaches. The universal offer to all pupil 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 designed to ensure the inclusion of all pupils. • Curriculum Lead Teachers have developed a “Strategies for Supporting Pupils with SEND document” to 	<p>Intervention work is bespoke and needs led, with the aim of improving key skills required to fully access the curriculum</p>	<ul style="list-style-type: none"> • Our inclusive policy ensures that pupils are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary




<p>support every inclusion within every subject.</p> <ul style="list-style-type: none"> • All pupils have access to the curriculum • Extra-curricular activities are actively encouraged and provision made to attend out of academy activity opportunities • Progress is monitored across the curriculum termly • All pupils have access to specific learning support resources • Writing frames are used to support learning • Topic based curriculum ensures that teachers are able to teach to their specialist ability and strengths. • Sensory equipment is available in all classes • Fun fit activities and rest breaks are accessible to all pupils • DREAM (drop everything and move) breaks) support every pupil's sensory needs within the classroom. 	<ul style="list-style-type: none"> • The progress of the students are reviewed regularly, with the intervention being continued, modified or ceased as appropriate. <p>Our intervention schemes include:</p> <ul style="list-style-type: none"> • Read Write Inc Literacy programme • Maths intervention • Bespoke dyslexia support • Precision teaching sessions • EAL support • Small group Social Skills programme • Teacher 1:1 and/or Learning Support groups • Pupils have the opportunity to be involved in extra-curricular clubs and activities • Access arrangements as a normal way of working • Small group intervention includes a variety of personalised and published programmes 	<ul style="list-style-type: none"> • Specific, directed planning will support a pupil where it is not possible for them to access classwork. The planning will be linked to the work but adapted for individual achievement. • 1:1 support and small group work. • Dyslexia support/literacy support/numeracy support • Access to class "Reading Nooks" and NPA Quiet Space – A quieter, supported learning environment • Personalised, flexible and bespoke timetables for individual pupils packages/alternative programmes •
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4. Teaching and learning

<p>Whole academy approaches The universal offer to all pupil and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Pupils' progress is checked regularly • Pupils are provided with targets and are made aware of their current level of achievement • Literacy and Numeracy is a priority for all staff • The whole academy uses an inclusive approach to teaching and learning • All lessons are carefully planned to include clear success criteria, a focused learning intention, different learning styles and differentiated activities • Pupils work in ability groups, friendship groups, pairs and independently during the school day • A variety of learning styles are used. • Learning objectives are displayed • Peer / pupil conferencing is used to ensure all pupil are involved in the marking process • All teachers use a consistent approach to marking which is discussed with the pupil and they use a purple pen to respond to teacher feedback • Pupils are given adequate time to ensure they can improve their learning • Targets are set for each cohort, by 	<ul style="list-style-type: none"> • Teachers ensure Learning Support have access to the weekly planning to ensure that pupils with SEND have targeted support and provision. • Teachers and Learning Support work with small groups to: <ul style="list-style-type: none"> -ensure understanding -facilitate learning -foster independence -keep pupils on task • Learning Support are used within the classroom to ensure the independence and progress of pupil with statemented hours and also to ensure all other pupil in the class are on task and understand the learning intentions • Small Group support is in place for pupils whom need more intensive support above and beyond what is available in the classroom • Educational Psychologist provides termly advice on how best to support students who find learning difficult • Additional support for Pupil Premium pupils 	<ul style="list-style-type: none"> • Personalised and highly differentiated • tasks are provided to enable independent learning. • 1:1 and small group support is in place for pupils who need more intensive support above and beyond what is available in the classroom, eg for those with physical difficulties, sensory needs, speech and language difficulties, social skills, autism, dyslexia, severe learning difficulties and emotional interruptions. • Adults supporting pupil with physical needs are given time to meet with the Occupational Therapists and physiotherapists to ensure we can continue the exercises necessary within the academy environment. • Termly input from the Speech and Language Team is given to support pupils with developmental language delay and other challenges; specialists then provide training and resources to be implemented within the classroom. • Adults working with visually impaired pupil are given time to work alongside the VI team.




<ul style="list-style-type: none"> Senior Leaders, for the end of year. Curriculum Lead Teachers have developed a “Strategies for Supporting Pupils with SEND document” to support every inclusion within every subject and the impact of this is discussed termly is part of Leaders performance management reviews. 	<ul style="list-style-type: none"> Access arrangements for exam dispensation as a normal way of working Regular record keeping, tracking and assessment. 	<ul style="list-style-type: none"> Teachers and LS are given access to targets and activities set by those agencies involved with pupil’s learning to ensure targets are being focused on in academy as well as at home. Alternative ways of recording are used for individuals who have difficulties with coordination, dyslexia, severe sensory difficulties, with advice sought from agencies such as the OT, the ASD team, VI service and the advisory teacher for physical difficulties.
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5. Self-help skills and independence

Whole academy approaches The universal offer to all pupil and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> All pupils are encouraged to think for themselves and be independent. Resources are available for pupil to use independently within the classroom. Specialised resources such as word mats / walls are used by all pupil and are commonplace within each classroom. 	<ul style="list-style-type: none"> Where Learning Supports are in the classroom, or during 1:1 tuition, they facilitate independence from all pupils. Pupils have personalised equipment to help them learn, such as talking tins, overlays, timers, as well as common classroom resources. The life skills sessions focus on developing life-skills and independence. 	<ul style="list-style-type: none"> Where 1:1 support is provided, Learning Support staff encourage independent work whenever possible Leaning Support staff use resources, questioning, and verbal prompts to help develop independent working skills Practical assistance for physically impaired/disabled pupils Resources from Physiotherapy, Speech and Language and




<ul style="list-style-type: none"> • All pupils have access to extra-curricular clubs which encourage independence and self-help skills. • All pupils are encouraged to change independently for PE, swimming, extra-curricular clubs and sports days/activity days. • All teachers display a visual timetable within the classroom which is used to support pupil who rely heavily on routine. • Social, Moral, Spiritual and Cultural (SMSC) Curriculum embedded across all curriculum areas of the school • The Newquay Primary Academy Way is embedded in the whole school ethos • School nurse referral system. 		<p>Occupational Therapy are provided where necessary to ensure pupils are provided with treatment and resources needed to promote independence</p> <ul style="list-style-type: none"> • Provision is made to allow pupils to access out of school activities • Where necessary individual visual timetables are used • Now and Next cue boards are use to promote “burst pause “ learning • Additional support is shared across the team to build resilience in the child so that they have self-coping strategies for when and if the Learning Support staff is absent • Break and lunchtime supervision where appropriate
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6. Health, wellbeing and emotional support

Whole academy approaches The universal offer to all pupil and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Access to class “Reading Nooks”, NPA Quiet Space and Pastoral Team • All adults are emotionally available adults to any of our pupils who seek support • School Nurse referral system • Social, Moral, Spiritual and Cultural (SMSC) Curriculum embedded across all curriculum areas of the school • Curriculum includes diet and healthy eating • All pupils have access to physical education within their curriculum • Extra-curricular sports activities and out of school competitions and events are actively encouraged to increase pupil’s health and wellbeing • Pupil elected as playground ‘buddies’ are available to help the younger pupil play happily at lunchtime. • Promotion of physical and mental health during ‘Wellness Week’ and Difference Day 	<ul style="list-style-type: none"> • All adults are emotionally available adults to any of our pupils who seek support • Vulnerable pupils have the opportunity to access the class “Reading Nook” at break and lunchtimes, with a friend when appropriate. • Extra-curricular sports activities and out of academy competitions and events are actively encouraged to increase student’s health and wellbeing. • Canteen competitions and junior chef sessions, promote healthy eating. • All pupils have the opportunity to become a academy councillor, representing their year group at regular meetings. 	<ul style="list-style-type: none"> • Key Staff trained in mental wellbeing working within the Pastoral Team offer 1:1 individualised support for pupils • All staff are trained in Trauma Informed strategies and two staff are TIS practitioners • Access to meet with Key Worker as required • Enhanced school meetings, and reviews are supported by a range of agencies • Additional support for young people can be requested from: CAMHS (Children and Adolescent Mental Health Service) Social Care Mentoring Dreadnought Early Help Hub • Care Plans are created to support the young person’s physical and medical needs when appropriate • Annual Review/EHCP meetings




<ul style="list-style-type: none"> • Themed assemblies are used to promote important issues • Additional lessons within SMSC are included if specific issues have arisen • Any emotional issues, disagreements, or bullying are dealt with by staff immediately • Risk assessments are in place for children with SEND and behaviour difficulties. • Early Help Hub team are present at every academy parent evening and expectation evening. 		<ul style="list-style-type: none"> • Regular contact with parents and cares as required • Support and monitoring is provided for young people with eating and toileting difficulties • Physiotherapists and Occupational therapists, Vision and Hearing Support Services are used to support students and the adults working with them when required
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7. Social interaction opportunities

Whole academy approaches The universal offer to all pupil and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>All pupils have opportunities for social interaction, regardless of need and ability</p> <ul style="list-style-type: none"> • All pupils belong to a class with a class teacher and learning support. • All pupils are invited on trips and visits • Appropriate risk assessments are completed for trips, visits and activities to ensure all pupils are safe and their needs will continue to be met whilst out of the academy 	<ul style="list-style-type: none"> • Pastoral groups and intervention sessions provide a safe, small environment for vulnerable pupil to interact and practice social skills • NPA Quiet Space and trained play workers provide additional support to pupils who struggle with social interaction on the playground. • All pupils have the opportunity to become an academy councillor, representing their year group at regular meetings. 	<ul style="list-style-type: none"> • Learning Supports and the SENCo use therapeutic stories and social stories with individual pupils • The Teacher of the Deaf and trained Learning Supports support individuals with hearing impairment. • Radio systems and FM transmitters enable pupil with hearing impairments to communicate with teachers and peers effectively • Sporting events such as Sportability provide opportunities for social

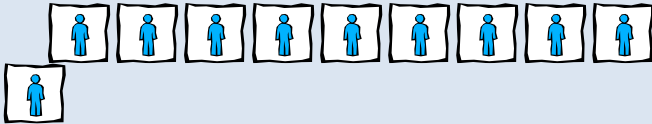


<ul style="list-style-type: none"> • Pupils are actively encouraged to participate in after academy clubs and we celebrate achievements in out of academy activities in celebration assemblies • All pupils belong to a house, and can participate in inter house challenges • The academy council represent the pupils in academy meetings and meet and greet visitors 		<p>interactions. Learning Support's working with individual pupils support development of social skills and assist in social situations</p> <ul style="list-style-type: none"> • Individual planning includes adult led social activities with small groups. • Small support groups where needed to develop social interaction and self regulation
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole academy approaches The universal offer to all pupil and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Academy Site Risk Assessment • In Academy Risk Assessments • X3 specialist First Aiders (First Aid Team) • All staff First Aid trained • Named Designated Safeguarding Officer • The majority of areas are wheelchair accessible • Lift maintained and accessible • Accessible toilets / changing room are available to pupils who need them • The academy grounds are safe and secure during the academy day • Structured rules for moving around the building 	<ul style="list-style-type: none"> • Skilled management of medical needs: Epilepsy, Diabetes, Allergies etc • Liaison with medical professional • Regular meetings with SENDCo and Assistant SENDCo, First Aid Team, safeguarding team and Pastoral Team • Named Child in Care Teacher • Child in Care Learning Mentor • Quiet areas are available during Break times and lunchtimes both in and out of the academy for pupils 	<ul style="list-style-type: none"> • Specialist equipment and IT • Liaison with medical professional • Personal Educational Evacuation Plans for individual pupils • Where possible, doors have been widened and have electronic sensors to enable wheel chair access • 1:1 support is provided for pupils with an EHCP to ensure they can access practical aspects of the curriculum

<ul style="list-style-type: none"> • Members of the public must sign into reception before entering the main academy building • Anti-Bullying Policy • SEND Policy • All areas of the academy are inviting, engaging, positive and support learning and/or value pupil's efforts • Teachers focus on positive rewards for good behaviour, with certificates being awarded every week in Celebration Assembly. • The rewards and sanctions system is maintained across the whole school, reflecting the school rules and expected behaviour • School nurse referral system. 	<p>who are unable to manage with unstructured times</p> <ul style="list-style-type: none"> • Key named staff have been Team Teach trained • NPA Quiet Space provision at break and lunch times for those pupils who cannot go out on to the playground to play 	<ul style="list-style-type: none"> • 1:1 support where relevant for access to disabled facilities, physiotherapy and personal care • Radio hearing devices are used by teachers where pupils have hearing difficulties • All teachers are made aware of individual pupils who may need quiet areas within the classroom, pupils who need to be seated near or away from the door, plus other physical factors that will affect the layout of the classroom such as wheelchair access between tables • NPA Quiet Space / Pastoral Office can be used for pupils with emotional or behavioural issues, this is supervised by experienced and specialist staff.
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9. Transition from year to year and setting to setting

<p>Whole academy approaches The universal offer to all pupil and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Key transition points are important for all pupils and specific support around these times are offered for all.</p>	<ul style="list-style-type: none"> • Small groups of pupils have additional visits to their next class/chosen primary schools. 	<ul style="list-style-type: none"> • Pupil with SEND will have a transition book mad in collaboration with them, detailing photographs

We have strong links with the secondary schools in our area, As well as our local infant feeder academy.

- Pupil visit their new classes at the end of summer term to meet their new teacher and work with their new classmates
- Parents/Carers afternoons and transition days are held for EYFS pupils and their parents/carers in the Summer term
- Transition meetings are held between all teachers to discuss pupils in depth
- Transition notes from one teacher to the next teacher ensure all necessary information including SEND, medical, behaviour and family background is passed on effectively
- All pre-school nursery children are invited to transition days with their parents to meet their FS Teacher and peers.
- Visits to the Zoo with the EYFS team in the Summer term for Nursery/Pre-school pupils
- All pupils have the opportunity to visit local secondary schools for extra-curricular visits and activities throughout their primary years
- Taster days are available for Year 5 and 6 pupils to local secondary schools
- Extended transition visits are organised for those pupil who need it and visual transition books are made.

- Pupil who have an EHCP will have the opportunity to meet their new keyworker many times prior to moving to their new class
- Parents of pupils whom receive additional classroom support are invited to meet their child's new Learning Support and visit their next classroom before the end of the Summer term

and information about their new class/setting/key staff included.

- Individuals joining our academy from a different setting will be given a 'buddy' within their class as they settle
- Some pupils with SEND, who join our academy from a different setting, are given the opportunity for a phased transition if it is felt necessary
- Pupils identified with SEND within their nursery/pre-school setting are visited in the Summer Term by the SENDCO and FS Teacher,
- Pre-school SENDCOs are to meet with NPA SENDCO and parents to prepare for transition and to ensure all information is passed on.
- Pupils with SEND or vulnerable pupils have extended transition visits to their chosen secondary schools
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Key services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Autism Support Team	Work with specific individuals with ASC diagnosis: advice given to teachers, Learning Supports and parents.	Referral only possible if a child has a diagnosis, through SENDCo Katie Frampton Autism Spectrum Advisor Telephone: 01726 223356
CAMHS (Child and Adolescent Mental Health Services)	1:1 mental health assessments: Autistic Spectrum Conditions, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from academy informs the diagnosis.	Referral through GP, FSWorker/Parent Support Advisor or SENDCo Tel 01872 322277 earlyhelphub@cornwall.gov.uk
Cornwall Dyslexia Association	Support the needs of dyslexic children and young people in education	01872 274 827
Cornwall Transport Team	Arrange home/school transport	0300 1234 100
Dreadnought/Aspires	Socialisation projects for students with ASC	01209 218764
Educational Psychology Service	Cognitive assessments. Advice on appropriate support to implement in academy and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents	Parents can access an advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm

Family Support	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Referral through GP, FSWorker/Parent Support Advisor or SENDCo Tel 01872 322277 Email: earlyhelphub@cornwall.gov.uk Website: www.cornwall.gov.uk/earlyhelp
Early Help	The Early Help Hub offers a flexible multidisciplinary service that responds to the needs of the child. Family by providing the 'right help, at the right time by the right service'	01872 322277 earlyhelphub@cornwall.gov.uk www.cornwall.gov.uk/earlyhelphub
Hearing Support Service	Support students with hearing difficulties, provide specific 1:1 teaching and provide guidance and advice to staff	Kenny Chapman kenny.chapman@cornwall.gov.uk
Pupil's Community Nursing	Advice given to parents and academy based on individual medical cases also support for sleep problems and wetting.	Referral through to Academy Nurse directly or through SENDCo or the early help hub earlyhelphub@cornwall.gov.uk Tel 01872 322277
SEN Assessment and Provision Team	Team Carry out assessment for statements and EHCP, and review and monitor implementation	Contact: Statutory SEN Team Tel: 01872 324242
Social Care	The Children in Care Service comprises of the following: Foster Care and Short Break Service, Residential Service, Children in Care Development Team	Office: 0300 1234 101 When Social Care offices are closed you can call 01208 251 300 (for emergencies only)

	Truro Children's Social care	
Speech and Language Therapists	Support pupil with communication Difficulties	NHS – Academy Direct – Sam Edmonds Please contact SENDCo for further information.
Visual Support	The Vision support service works with young people with a diagnosed visual impairment They specific 1:1 teaching and provide guidance and advice to staff	Alex Hunt alex.hunt@cornwall.gov.uk Karen Sully Karen.sully@conrwall.gov.uk

For more information about these and other organisations follow this link to Cornwall Family Information Service (FIS) website:
<http://cornwallchildrensservicedirectoryorguk>

Cornwall's Local Offer: www.supportincornwallorguk/localoffer

Answers to Frequently asked Questions

1 How does your academy know if pupil/young people need extra help?

All class teachers regularly monitor the progress of the pupil in their class. In addition, termly reviews with data scrutiny highlight any concerns. If a class teacher has concerns about the progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and the child's parent and action will be decided from there. Regular discussions with the SENDCO maintain close monitoring of any pupil in concern. We follow the guidelines as set out in the SEND Code of Practice, which recommends a graduated approach with a system of Assess, Plan, Do and Review

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

If you are concerned about your child's progress or any other difficulties, they may be experiencing please talk to their class teacher the Operational SENDCO – Mrs Kate Rose-Lean or the SENDCo – Mrs Karen Dickens. Our open door policy also encourages parents to chat with their child's class teacher after school. Appointments can be made at any time to see the SENDCo who is happy to listen and discuss where we can help

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

Class teachers are responsible for the pupil in their class however, all staff will work in partnership with the pupil and their parents to help pupil achieve their full potential. Nevertheless, parents and carers also have their part to play by making sure they listen to their child read when they can at home, get them to academy every day on time and that they support their child with their learning targets at home. The SENDCo is responsible for the oversight of progress of SEND pupils.

4. How will the curriculum be matched to my child's needs?

- EYFS data plus SEND information will be used to guide appropriate placement across the curriculum
- Quality First Teaching ensures all work within lessons is pitched at an appropriate level so that all pupils are able to access according to their specific needs This may be by pupils having different work to do, having a different expected outcome, extra resources or extra adult help in class
- The benefit of this type of differentiation is that all young people can access a lesson and learn at their level
- Depending on need, small group provision may be given to students with regard to developing literacy, numeracy and organisational/ social skills
- Specific dyslexia support is offered to identified students

An exciting, balanced curriculum is adapted each lesson to include and meet all pupil needs and their learning style.

5. How will academy staff support my child?

Teachers plan support for each individual where needed and this will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow pupil to work independently.

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

- Communication with class teacher and learning support
- Termly progress reports sent home to parents/carers
- Full written reports sent home annually
- Specific Parent Evenings are organised at key points
- Teaching staff will liaise frequently when issues arise with your child's learning via email, letter or phone call
- Parents/carers able to contact SENDCo, Operational SENDCo, Assistant SENDCo or class teacher with regard to further updates on their children's learning, or further support requested
- Annual Review/SEN Review meetings for students with an EHCP and those at SEN Support

7. What support will there be for my child's overall wellbeing?

All staff in academy are there to ensure that your child is safe and happy in school. For pupil who are experiencing emotional difficulties it may be that they can work with our pastoral team or learning support. The academy nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact her yourself or speak to Mrs Rose-Lean or Mrs Dickens about your concerns and she can make a referral for you if necessary.

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

Newquay Primary Academy is concerned for the safety of all of its pupils

- There is a rigorous approach to safeguarding and a designated Safeguarding Lead and Team
- There is a positive behaviour policy in place with very clear expectations and a reward/sanctions system to support this
- All legal safeguarding requirements fully in place; including policies and procedures
- All legal H&S requirements fully in place; including policies and procedures
- Home/School contact on first day of absence
- We have an Anti-Bullying Policy in place and any incidents of bullying are dealt with seriously

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

At academy we have an experienced team of experienced teachers and dedicated Learning Supports who have experience of working with pupil with a wide range of needs such as autism, moderate and severe learning difficulties, downs syndrome, sensory needs, speech and language and behavioural and emotional needs. However, appropriate advice from outside agencies is also be sought, please see the table above for an extensive list of providers who support us. All class teachers have experience of teaching pupil with additional needs.

10. What SEND training have the staff at academy had or are having?

The SENDCo Karen Dickens has completed the National Award for SEND co-ordination, via Bath Spa University

The Operational SENDCo Kate Rose-Lean is a SEND Teacher with 15 years' experience within Specialist and Mainstream settings

All Staff at Newquay Junior participate in continuous SEND training.

11. How will my child be included in activities outside the classroom including academy trips?

- As an inclusive academy we aim to offer all opportunities to all pupils who are a part of our academy
- All pupils are actively encouraged to participate in extra-curricular clubs and events
- Meetings with parents ensure pupil are included in all our activities they want to participate in.
- All pupils were reasonably practicable, will be able included in academy trips, we will provide the necessary support to ensure that this is successful

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in the academy.

12. How accessible is the academy environment?

There is ramp access to the academy entrance and around the academy giving access to all outdoor areas.

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

Class teachers and support staff meet at the end of each year to plan and make sure the transition is smooth. Pupil moving to the next class are able to meet their new class teacher and spend a day with them at the end of the summer term.

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

Pupil progress meetings are held throughout the year and the progress of all pupil are discussed at these meetings. The academy receives funding to deliver education to all the pupil. Where additional support is necessary, resources are provided where possible. Additional funding, known as top up funding, can be applied for from the provision and assessment.

15. How is the decision made about what type and how much support my child will receive?

All pupil's progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed and evaluated regularly. If any additional support is needed you will be kept informed of that additional need and support that your child receives.

16. Who can I contact for further information?

Please contact the academy office who can direct you to our Head teacher, the Operational SENDCO or class teacher and or learning support as appropriate.

17. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

Our open door policy is there for you to come and discuss any concerns you may have.

18. How is your Local Offer reviewed?

Our local offer is a working document which will be updated as changes occur. In addition, it will be reviewed annually by the head teacher with consultation from pupil, parents and academy staff.