



## **SEND Information Report & Policy 2024-25**

Newquay Primary Academy is proud to be part of Cornwall Education Learning Trust. We are a newly opened mainstream primary school, currently with one cohort in Reception, one in Year 1, one in Year 2 and one in Year 3.

We recently received a grading of Outstanding 2024 (OFTSED) for all areas, with mention regarding our SEND provision.

Executive Headteacher – Craig Hayes

Senior Teacher – Michelle Hall

Class Teacher EYFS – Gemma Wilson

Class Teacher Y1 – Evie Parish-Meens

Class Teacher Y2 – Alice Bailey

SEND Governor – Joy Povea-Jimenez

Special Educational Needs Coordinator – Kate Rose-Lean

### **OUR VISION:**

*"Newquay Primary Academy is a place where there is no limit to what every child can achieve, and where every child has the chance to fulfil their unique potential. Newquay Primary Academy is a safe, calm, happy and purposeful place where every child feels wanted, loved and valued for exactly who they are. Our pupils have a sense of enthusiasm, wonder and curiosity about the world which never leaves them. They are lifelong learners with the knowledge, aspirations and skills to achieve their hopes and dreams for the future."*

It is a primary aim of Newquay Primary Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive school which accommodates all special educational needs and disabilities. These are classified according to 4 main categories as referred to in the SEN Code of Practice 0-25:

1. Communication and interaction
2. Cognition and learning



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3. Social, mental and emotional health

4. Sensory and/or physical

### **Does my child have a Special Educational Need or Disability (SEND)?**

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

*"xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*xiv. A child of compulsory school age or a young person has a learning difficulty or disability if her or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*xv. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age."*

(SEND Code of Practice 0-25)

### **Identification of Need**

Information is passed on from Nurseries and other Primary schools such as, developmental journals if applicable, general observations and discussions with parents. On going assessment will take place throughout the Reception year and year 1, parents/carers are encouraged to make contact if they have any concerns regarding their child's development.

### **CELT Graduated Approach**

Newquay Primary Academy is proud to be part of the Cornwall Education Learning Trust and follows the CELT graduated approach. More information on this approach can be found [here](#). The CELT Graduated Approach outlines how children are identified and how appropriate support is provided when necessary.

### **Tracking and Monitoring**



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Baseline assessments in literacy and numeracy are carried out in the Autumn term of Reception Year and parents will be informed of their child's progress towards meeting the Early Learning Goals. By the end of the summer term a final assessment is made to outline which goals have been met. This will be communicated with parents and if necessary a plan of support will be created if a child needs additional support.

Children that require "additional" or "different" support will have a CELT SEND support plan. These will be reviewed termly with parents and children.

All children's progress will be reviewed every half term by the class teacher and provision evaluated and adapted for the following half term through pupil progress meetings.

## **Communication**

We welcome communication with parents and carers. Newquay Primary Academy uses Tapestry as a platform for communication between home and school. If parents wish to speak with a member of staff then every effort will be made to facilitate a meeting. This can virtually or face to face.

## **Approach to teaching children and young people with SEND**

At Newquay Primary Academy our practice is inclusive. All staff, whatever their role have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning is to pursue the interests and passions of all the children in thematic approach. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

## **Curriculum**

Following the Development Matters framework children at Newquay Primary Academy engage in a broad and balanced curriculum which includes key themes around –

Personal, Social and Emotional Development

Communication and Language



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Physical Development

Literacy

Maths

Expressive Arts and Design

Every effort is made to ensure all children can access the curriculum, whether that is through additional adult support, access to equipment or technology or through seeking expert advice from external agencies.

### **Accessibility**

Child have the opportunity to follow a personalised curriculum which is tailored to their interests and needs. Where necessary children are given access to additional adult support, technology or equipment if there are barriers to their learning. Our temporary site is fully accessible and meets the DDA requirements.

### **Useful Links**

[Supporting Early Years Special Educational Needs Inclusion in Cornwall](#)

[Cornwall Family Support Service](#)

[Cornwall Early Help](#)

[Cornwall Council Local Offer](#)

[Special Educational Needs and Disability information, Advice. Support Service](#)

[Wellbeing and Autism Wheel](#)



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