

Falmouth Primary Academy

Our SEN Information Report including our School Offer for Special Educational Needs and Disability (SEND) 2022-23

The principle aim of the Academy is to educate individual children to reach their full potential and prepare them to be responsible citizens. Falmouth Primary Academy is an inclusive school and our facilities ensure access for all. Our emphasis is on providing quality experiences leading to quality learning.

Our local school offer details the provision that we provide within the Academy and outlines our determination to meet the needs of all children within the school, including those with additional needs and disabilities.

All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils.

Responsible Persons

The SENCo is Mrs. Jennifer Hobday. Tel: 01326 314070, email: falmouth@kernowlearning.co.uk

The Local Advisory Board member responsible for SEND is Mrs. Jacqueline Scarborough

**Cornwall's Local Offer can be found on the Care and Support in Cornwall website:
<https://www.supportincornwall.org.uk>**

Types of SEN provided for at the Academy 2022-23

The range and numbers of pupils with special educational needs changes on an annual basis. This academic year the following types of SEN are provided for:

- Speech, language and communication difficulties
- Autism spectrum disorder
- Attention deficit hyperactivity disorder
- Learning and cognition disability
- Physical disability
- Visual impairment
- Sensory processing difficulties
- Behaviour, emotional and social difficulties
- Social, emotional and mental health difficulties

For any other form of SEN which has been identified, the class teacher and SENCo, with advice from external agencies if appropriate, devise and ensure appropriate targets are set and reviewed as stated.

SEND provision update Autumn Term 2022

This year, several pupils from the Early Years Foundation Stage to KS2 are receiving bespoke provision at a specialist level despite not having Education, Health and Care Plans on entry. This high quality and tailored provision enables pupils to engage in their school routine and learning opportunities, as well as developing their language comprehension and communication skills. This is made possible day to day through highly adapted planning from our teachers and the skilled teaching assistants giving 1:1 additional and different support to these pupils. This year we have a very high number of children who require Education, Health and Care Plans and school continues to use existing in-school resources creatively to meet a high level of need during the statutory assessment process until specialist support is secured. Through our Language Link assessments and interventions last year, alongside the high level of speech, language and communication need across all key stages, this year we have a designated Speech, Language and Communication Lead in place who oversees our speech and language support and runs our interventions, with the support of the Trust's speech and language therapist. We have a high number of pupils receiving speech and language support from the NHS this year, for speech sound as well as social communication difficulties. School is very proud that our Ofsted inspection last Spring acknowledged the high quality bespoke provision in place for our pupils. We continue to work hard to understand, support and include our pupils with SEN across all areas of need. Our nurture provision and wellbeing support remains in place this year and the SEN/pastoral team remains a strong one, enabling our pupils to feel listened to and cared for within our school.

Services and organisations we liaise with to support our pupils with SEN

Regular liaison is maintained with the following external agencies for pupils at SEN Support as appropriate and pupils with Education, Health and Care Plans such as:

- Speech and language therapist
- Educational Psychology Service
- Autism Spectrum Disorder Team
- Family support
- Occupational Therapy Service
- Social care
- Cognition and Learning Team
- Community Paediatric Services
- School Nurse Team
- Child & Adolescent Mental Health Care Service (CAMHS)
- Early Years Inclusion Team
- Early Years Personal, Social and Emotional Development Lead
- Music Therapy Service
- Vision Support Team

Admissions and Inclusion; identification and assessment of SEN and types of provision 2022-23

Admissions and Inclusion

- All the teachers at Falmouth Primary Academy are teachers of children with special educational needs & disabilities. As such, Falmouth Primary Academy adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. The Academy operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are afforded the same rights as other children. This includes those children with Education, Health and Care Plans and all pupils with additional and different provision.
- The National Curriculum is made available for all pupils. Where pupils have special educational needs & disabilities, a graduated response is adopted. The Academy, other than in exceptional cases, makes full use of classroom and Academy resources before drawing on external support.

- The Academy makes provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENCo keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.

Identification and assessment of SEN




- The Academy offers a differentiated curriculum. When a pupil fails to make expected progress over a period of time, despite targeted interventions and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional &/or mental health difficulties; has sensory or physical problems; communication or interaction difficulties, the Academy places the pupil at SEN Support and support that is additional to and different from the differentiated curriculum is provided through an Individual Support Plan in a range of ways including:
 - Classroom organisation and management
 - In-class support by teacher/teaching assistant
 - Withdrawal if necessary for individual/small group work
 - Behaviour support programmes
 - Use of specialist equipment/resources
 - Alternative teaching strategies
- The resources allocated to pupils who have special educational needs & disabilities are deployed to implement these Individual Support Plans at SEN Support as outlined in the revised Code of Practice. Parents are informed and pupils are involved in decisions taken at this stage.
- If a pupil does not make progress despite the Academy taking the action outlined, advice is sought from the appropriate support services and the Individual Support Plan is amended accordingly.
- If progress is still not achieved the child may be assessed, bearing in mind the County criteria, with a view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- Identification of special educational needs & disabilities is undertaken by all staff through the SENCo and the appropriate records and Children Schools & Families forms are maintained. Records are developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENCo together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils are referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.
- The progress of children with special educational needs & disabilities is reviewed through formative and summative assessments as outlined in the Code of Practice. Individual Support Plan reviews are held termly. Additionally, the progress of children with an Education Health and Care Plans is reviewed annually, as required by legislation.
- Detailed records are kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

Additional and different provision for pupils with SEN 2022-23

- The Academy provides a variety of interventions which are needs led. The pupils receiving interventions are assessed and monitored by their class teachers and staff carrying out specific interventions, overseen by the SENCo. All interventions are monitored and clearly defined outcomes are measured, both on a holistic basis as well as considering children's progress in the core subjects of numeracy and literacy.
- Almost all children participating in these groups are making progress according to academic measures and holistic outcomes such as increased class participation and emotional regulation.

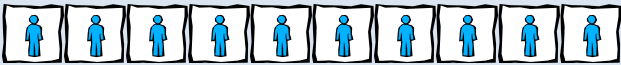


The levels of support and provision offered by our Academy

1. Listening to and responding to children and young people

<p>Whole Academy 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"> • Views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of the Academy: Student council Class meetings 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups. • Additional provision is developed in light of student voice and observed needs. 	<ul style="list-style-type: none"> • Individual support is responsive to the views and needs of pupils with SEND. • Pupils' views and assessed needs are an integral part of TAC meetings, SEND and Annual Reviews. • Pupils' views are incorporated into personalised curriculums which are represented by their Individual Support Plans.




		<ul style="list-style-type: none"> All documentation is presented in a format that is accessible to the pupil.
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2. Partnership with parents and carers

<p>Whole Academy 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"> The Academy works in partnership with all parents and carers. The Academy can refer to our Family Support Worker to provide advice to all parents who require additional support in a range of situations. Parents and carers are encouraged to participate in activities to support their children, the Academy and wider community. Parents and carers are invited to attend all progress review meetings and respond to parental view questionnaires. 	<ul style="list-style-type: none"> Parents and carers have been invited to attend information sessions about our literacy and numeracy programmes. The Academy website provides ideas to support children's learning. The SENCo will provide ideas to both parents and teachers. Parents are able to contact the Academy about their concerns at any time and arrange appointments to discuss matters with the appropriate members of staff. 	<ul style="list-style-type: none"> Parents and carers are actively involved in all TAC meetings and SEND or Annual Reviews where their views are integral to consultation and development of positive outcomes for their child. Where appropriate, parents are given support to access multi-agency support and are involved in all relevant consultations. All documentation is presented in a format that is accessible to parents.




<ul style="list-style-type: none"> •Pupils’ progress reports are sent home bi-annually and with termly parent consultation meetings. 	<ul style="list-style-type: none"> •If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children’s needs and progress. 	
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3. The curriculum

<p>Whole Academy 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"> •The curriculum is designed to ensure the inclusion of all students. •All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based. •The Academy incorporates learning through use of the local environment and outdoor learning. •Regular data tracking and pupil progress meetings identify pupils who need specific 	<ul style="list-style-type: none"> •Intervention packages are needs led. •The progress of all pupils taking part in intervention groups is measured on a regular basis. •The intervention packages are adapted in light of pupil progress. •Small group interventions including personalised programmes such as: Read Write Inc. 1:1 tutoring Speech and language programmes 	<ul style="list-style-type: none"> •Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately differentiated to ensure achievement for pupils with SEND. •The Academy works in conjunction with appropriate external agencies to provide individualised and specialist provision where required.




<p>interventions.</p> <ul style="list-style-type: none"> The Academy has a whole school positive behaviour policy, with rewards and sanctions. 	<p>Fine and gross motor skills focused programmes Self-esteem programmes Interventions to support emotional well-being</p>	
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4. Teaching and learning




<p>Whole Academy 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"> The Academy ensures quality first teaching to support the progress of all pupils. <ul style="list-style-type: none"> Literacy, numeracy and Read Write Inc (RWI) are taught in differentiated groupings to ensure appropriate targets and progress for all pupils. Partner work is integral to all aspects of teaching and learning. Lessons are planned to incorporate different learning styles and encourage 	<ul style="list-style-type: none"> Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Teaching assistants/class teachers work with small groups to: ensure understanding; facilitate learning; foster independence; support pupils' focus and engagement. Independent learning is supported 	<ul style="list-style-type: none"> Personalised and differentiated work is provided to facilitate independent learning. Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence. One-to-one support is in place for pupils who need more intensive support but independence is

<p>thinking skills.</p> <ul style="list-style-type: none"> • Pupils' work is consistently marked to facilitate pupils' understanding of whether they have achieved the learning objective and the next steps in their learning. • Pupils self-assess their understanding and learning throughout the curriculum. 	<p>where possible through the use of a range of technology such as interactive whiteboards, laptops, iPads and digital cameras.</p>	<p>encouraged wherever possible.</p> <ul style="list-style-type: none"> • Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.
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5. Self-help skills and independence




<p>Whole Academy 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"> • Independence and self-help skills are instilled in all pupils from Foundation onwards. • Appropriate resources are available in all classrooms to promote independence, such as: <ul style="list-style-type: none"> Learning walls ICT Visual timetables Word banks 	<ul style="list-style-type: none"> • Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include: <ul style="list-style-type: none"> Small group support by the teacher or teaching assistant Additional visual support in the form of task boards 	<ul style="list-style-type: none"> • Where appropriate, personalised visual timetables and Now/Next task boards are utilised to support the development of independence. • Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The School Nurse service can also be consulted to further encourage independence in toileting.

6. Health, wellbeing and emotional support




<p>Whole Academy 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"> • Emotional resilience and well-being are considered fundamental to effective learning at the Academy. • The RSHE/SMSC curriculum is embedded in all aspects of the Academy's curriculum and includes all pupils. Regular RHSE sessions are held in each class and adapted to the needs of the pupils. • Risk assessments and safety policies 	<ul style="list-style-type: none"> • Where appropriate, pupils participate in small intervention groups to promote self-esteem and emotional well-being. The type of provision will be planned according to need. • All staff provide additional support and advice to parents and carers who have concerns regarding their children's health and emotional well-being. The Academy can also refer to a Family Support Worker as necessary. 	<ul style="list-style-type: none"> • The Academy has a trained THRIVE practitioner who assesses and delivers personalised THRIVE programmes to pupils requiring additional support. • Students with specific medical conditions have an individual health care plan. • Additional support for pupils can be requested from specialist agencies such as: the CICES team for looked

<p>are in place to ensure all children are safe within the Academy.</p> <ul style="list-style-type: none">• Routine hearing tests are conducted on all children in Y1.		<p>after children; School Nurse Service; CAMHS; social care; Dreadnought; CLEAR.</p> <ul style="list-style-type: none">• Early Support meetings and Annual Reviews are supported by agencies.
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7. The physical environment (accessibility, safety and positive learning environment)

<p>Whole Academy 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"> • All areas of the Academy are accessible to everybody. • Accessible equipment is provided according to need. • Pupils feel safe and secure in their environment and empowered to ask for help when required. • There is a designated 'Designated Safeguarding Officer' (and deputies) and a named teacher for Looked After Children. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is applied robustly on a whole school basis. 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. 	<ul style="list-style-type: none"> • Designated teaching areas are available, dependent on the specific needs of pupils. • Dedicated resources are matched to pupils' needs.

8. Transition from year to year and setting to setting

<p>Whole Academy 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"> • The Academy provides excellent transitional arrangements with its local preschool and onwards to the local secondary school. • The transitions from the local nursery settings are carefully planned and involve a number of visits by appropriate staff. New pupils are invited to visit the Academy on several occasions prior to entry to ensure a smooth transition to school. • Transitions between year groups are carefully planned, with full consultation between relevant teachers and transition visits arranged at the end of the academic year. 	<ul style="list-style-type: none"> • The SENCo liaises with all settings to ensure all information is shared to support successful transitions. • Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children. 	<ul style="list-style-type: none"> • The SENCo liaises with the relevant settings to arrange additional transition visits for pupils who require a personalised transition programme.

Answers to Frequently asked Questions

1 How does your Academy know if children need extra help and what should I do if I think my child may have special educational needs?

We use a variety of assessment strategies which are monitored regularly to ensure the progress of all children. If your child is not making progress then a range of appropriate assessments will take place to ascertain the nature of your child's difficulties.

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

The overall responsibility for your child's success lies with the Head Teacher and Local Advisory Board (governing body), supported by class teachers, the SENCo, teaching assistants, yourselves and your child.

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

The Academy works in partnership with all parents and carers. Parents and carers are invited to attend progress review meetings. One written report is sent home each year. If your child has been identified and assessed as requiring SEN Support or an Education, Health and Care Plan, you will be invited to review your child's progress throughout the year. Education Support Plan targets are devised in conjunction with the pupil and their parents or carers.

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

Our Academy has a family centred approach which promotes the emotional wellbeing of all of our pupils.

7. How do I know that my child is safe in Academy?

Risk assessments and safety policies are in place to ensure all children are safe within the Academy.

9. What SEND training have the staff at Academy had or are having?

Our SENCo is experienced and maintains up to date knowledge through attending termly meetings. All classroom staff have received forms of training, where the need has been identified, in a variety of areas such as safeguarding, speech, language and communication difficulties and autism awareness.

10. How will my child be included in activities outside the classroom including Academy trips?

Provision is made for all children to take part in all learning activities.

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

Appropriate resources, whether equipment or additional staffing, are available in all classrooms to help all children.

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

Additional and different provision for your child will be assessed and reviewed on a need basis. The Academy follows the graduated response outlined in the SEN Code of Practice (2014) where the 'Assess, Plan, Do, Review' cycle is employed to ascertain the type of provision required, its duration and outcomes are carefully measured. Your child may have specific and high level needs, which means they will only achieve good outcomes academically, socially and emotionally with continuous support and specialised, differentiated provision. In this case, the decision may be taken in consultation with you and external professionals, to apply for an Education, Health and Care Plan (previously known as a Statement of Special Educational Need).

15. Who can I contact for further information?

You can contact us at the Academy or Cornwall SENDIASS (SEND Information and Advisory Support Service) on: 01736 751921. The Care in Cornwall website also has a wide range of information on supportive organisations and useful contacts.

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

Please contact us at the Academy and we will answer any queries or concerns you may have. If you feel your need is still not being met, please refer to our complaints policy.

17. How is your local offer reviewed?

We will review our local offer annually, or when an unforeseen substantial change in policy necessitates a review of aspects of the offer.