



## The Aspire Academy Trust

### Our 'Local Offer' for Special Educational Needs and Disability (SEND) 2025-2026

Penryn Primary Academy is a vibrant, happy and forward-thinking primary school which aims to develop each individual pupil in a caring and inclusive environment, with their wellbeing and success at the forefront.

Penryn provides an inclusive learning environment for all children through the delivery of a broad and balanced, innovative and engaging curriculum, together with a culture of safeguarding and support for those most vulnerable. Our dedicated, highly skilled and talented team of staff aim to offer our children opportunities and experiences that enable them to become Successful Learners, Confident Individuals and Responsible Citizens.

We endeavour to remove barriers to learning and strive to ensure that all pupils with SEND make effective and sustained progress from their starting points. We welcome diversity and aim to make everyone feel valued. We act proactively to eliminate discrimination, to promote equality and support our local community in achieving the best outcomes for our children.

We have highly trained teachers and teaching assistants who can help and support children who are experiencing any difficulties and Mrs Fox co-ordinates this work across the whole school, including in our ARB (Area Resource Base) and nursery. Miss Roseby also supports as an additional SENDCo within the ARB.

The Special Educational Needs and Equality policies and Accessibility plans can be found on the school website.

**Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Callie Fox**  
**Email: [hello@penrynpriary.org](mailto:hello@penrynpriary.org) Telephone: 01326 373290**

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

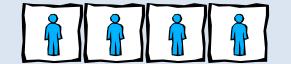
### 1. Student Voice -Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>• The views and opinions of all pupils 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> <li>• Whole school Oracy approach</li> </ul>	 <ul style="list-style-type: none"> <li>• Pupils with SEND are included in all pupil conferencing where appropriate.</li> <li>• Additional provision is developed in light of student voice where appropriate.</li> <li>• Access to pastoral support advisor</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 / TAF meetings and SEND reviews.</li> <li>• Pupils are supported in target setting for IPMs where appropriate.</li> <li>• Pupils are consulted in their IPM review meetings, and their progress is discussed.</li> </ul>

## 2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>The school works in partnership with all parents and carers.</li> <li>Where possible we have an open-door policy.</li> <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 children are learning.</li> <li>Parents are invited to join in with school activities, where appropriate.</li> <li>Parents are encouraged to engage in one-to-one reading and activities.</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. behaviour support, literacy and numeracy skills</li> <li>Websites are available to support parents with homework) e.g. spelling shed, TTRS, Numbots)</li> <li>Parents can contact school regarding concerns via email, telephone or in-app message</li> <li>School pastoral support advisor available to all parents who require or are identified as requiring additional support.</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>Key adults will check in with families where necessary and appropriate</li> <li>All documentation can be presented in a format that is accessible to individual parents.</li> </ul>

### 3.The curriculum

Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>The curriculum is designed to ensure the inclusion of all pupils.</li> <li>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>All pupils have the opportunity to develop their independent learning skills through application within the curriculum.</li> <li>Assessments (including dyslexia screening) are used to identify pupils who need specific interventions.</li> <li>As part of our wider curriculum offer, the Penryn Passport allows children to have a range of experiences throughout their time at Penryn.</li> </ul>	 <ul style="list-style-type: none"> <li>Intervention packages are bespoke and needs led.</li> <li>The progress of pupils 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> <li>Literacy- reading comprehension, spelling, handwriting, writing phonological awareness, phonics, Nessy, Wellcomm, Precision teach, IDL literacy</li> <li>Maths – TTRS, Numbots and Number Sense, arithmetic, reasoning and problem solving</li> <li>Speech and language - Wellcomm, speech language and progression tools, early years talkboost</li> <li>Motor and co-ordination skills – funfit, finger fit, sensory circuits</li> </ul>	 <ul style="list-style-type: none"> <li>Where appropriate, pupils are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities.</li> <li>Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>In exceptional circumstances pupils can be disappledied from some subjects but we plan for all children to access the entire curriculum at all times.</li> <li>Pupils allocated a place in the ARB are integrated with their mainstream peers, when appropriate to their individual learning needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Social skills – social detectives, lego therapy, TiS, social behaviour mapping, Boxall assessment activities</li> </ul>	
--	--	--

#### 4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>• The whole school uses a range of strategies to ensure that teaching and learning is inclusive, and meets the needs of all children. This is met through; adaptive teaching where barriers are identified and overcome to ensure the progress of all pupils</li> <li>• All children have access to high quality, first wave teaching</li> <li>• Lessons are carefully planned to build on prior knowledge, include regular progress checks and provide children opportunities to plan, monitor and evaluate their learning.</li> <li>• Pupils are assessed to ensure learning is matched to their individual entry point</li> <li>• Learning Objectives (WALTS) are displayed and shared with all pupils.</li> </ul>	 <ul style="list-style-type: none"> <li>• Class based staff share information to ensure that pupils 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 pupils on task.</li> <li>- extend their learning further</li> </ul> </li> <li>• Independent student learning is supported by the use of technology.</li> <li>• Special support arrangements are put in place for internal and external tests (readers scribes etc).</li> </ul>	 <ul style="list-style-type: none"> <li>• Personalised and highly scaffolded work is provided enabling independent learning.</li> <li>• Where necessary, learning is differentiated to support the individual needs of the child.</li> <li>• Key adult support is in place for pupils who need more intensive support</li> <li>• Advice from external agencies is acted upon where appropriate</li> <li>• Personalised learning and visual timetables are in place to support those who need it</li> </ul>

<ul style="list-style-type: none"> <li>• Steps to success criteria are explicitly taught and shared with all children.</li> <li>• Pupils' work is regularly marked and appropriate feedback is given.</li> <li>• Alternative ways of recording are used.</li> </ul>		
---	--	--

## 5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>• Technology is available to aid Independence.</li> <li>• Children are explicitly taught how to use resources before they are available in all classrooms to promote independence.</li> <li>• Pupils have access to : <ul style="list-style-type: none"> <li>- visual timetables using widget symbols</li> <li>- resources to support learning</li> </ul> </li> </ul>	 <ul style="list-style-type: none"> <li>• Emotionally available adults support independence through the teaching of self-regulation techniques.</li> <li>• Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers</li> </ul>	 <ul style="list-style-type: none"> <li>• Adults working with pupils 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>• Within the class SEN files, pupil profiles are shared with the year group team as well as any new members of staff. This allows all adults to be aware of the pupils needs and to support them to become independent.</li> <li>• Personalised communication and task boards are in place to support independence.</li> </ul>

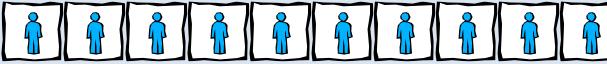
--	--	--

## 6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>PSHE lessons include all pupils.</li> <li>There is a named member of staff who coordinates provision for pupils with wellbeing, emotional, physical and mental health needs.</li> <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 or school referral.</li> <li>A whole school 'Trauma Informed Schools:UK' 'approach is modelled by all members of staff</li> <li>Every child has access to the Forest School as part of their provision</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>- friendship building skills</li> <li>- confidence</li> </ul> </li> <li>Risk assessments carried out, where appropriate</li> <li>Additional Forest School small group sessions including nurture groups.</li> <li>PSA available for key pupil drop ins.</li> <li>Lunch club to promote playing with others</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 is used to track emotional wellbeing.</li> <li>Trauma Informed Schools: UK is used to tailor provision to need</li> <li>Additional support for pupils can be requested from <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Aspire Trust Schools</li> <li>- Penhaligon's Friends</li> <li>- ASD team</li> <li>- Bloom</li> <li>- Young Carers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Access to MHST (NHS) practitioner with targeted support groups or 1:1 support if required.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with specific medical conditions have individual health care plans.</li> <li>1:1 TIS:UK sessions</li> <li>Specialist external provisions are used, such as BF Adventures, Boot Up, Wave APA (Nine Maidens Academy), Miracle Woods</li> <li>Sensory and Movement room is available for pupils identified to benefit from this on both sites.</li> </ul>
--	--	--

## 7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>All pupils have opportunities for social interaction, regardless of need.</li> <li>All pupils are invited on trips and visits subject and support is planned accordingly.</li> <li>Every class accesses Forest School provision every other week.</li> </ul>	 <ul style="list-style-type: none"> <li>Sports teams play in cluster and county-wide tournaments against other schools.</li> <li>Identified pupils are invited to specific events to support social skills and self-esteem.</li> </ul>	 <ul style="list-style-type: none"> <li>Pupils are individually supported by adults to enable their attendance at after school clubs or events when appropriate.</li> <li>Lunch club support unstructured social times for those who need more structure</li> </ul>

	<ul style="list-style-type: none"> <li>• Children are encouraged to take part in multi-school sessions at the local secondary schools.</li> <li>• Interhouse challenges and events.</li> <li>• Lego therapy and social detectives curriculum supports pupils with their social development</li> </ul>	<ul style="list-style-type: none"> <li>• Group TiS sessions focus on Social Skills</li> </ul>
--	---	---

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

Whole school approaches The universal offer to all pupils	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>• All areas of the school are accessible to everyone including those pupils with SEND.</li> <li>• All facilities have wheelchair accessible classes.</li> <li>• Pupils feel safe and, in an environment, where bullying is acknowledged and dealt with effectively.</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> <li>• Most staff have been trained in positive handling techniques.</li> </ul>	 <ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enables disabled pupils to be independent.</li> <li>• Classrooms/halls/corridors are made accessible for young people with physical and/or sensory needs.</li> <li>• The sensory and movement room are available for children to access regularly on both sites.</li> </ul>

<ul style="list-style-type: none"> <li>• There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</li> <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> <li>• Classrooms and communal spaces are designed to be calm, purposeful and tidy to promote positive learning behaviours and reduce unnecessary stimulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Most staff are PRICE trained.</li> </ul>	
---	---	--

## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all pupils</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. Teachers and SENDCo identify pupils who may need extra support at transition.</li> <li>• Primary children visit local secondary schools regularly starting from KS1.</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> <li>• Transition booklets for all pupils within school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils identified as possibly struggling with transition have additional visits in small groups.</li> <li>• Pupils are identified by class teacher as to whether they need an enhanced transition which includes additional classroom tours, extra time with new staff and booklets for the summer holidays.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCo attends EHCP reviews, where appropriate.</li> <li>• Pupils 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> <li>• Personalised transition booklets provided for transition to new year, sent home over summer holidays.</li> </ul>

## 10. Services and organisations that we work with:

Service/Organisation	What they do	Contact details
Educational Psychologist	The educational psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support these children.	Via school SENDCO in line with ASPIRE criteria

Speech and Language therapist	The speech and language therapist works alongside our school to support children with speech/language needs.	Via class teacher / SENDCO
Autism spectrum team	The autism education advisor works with the school to provide advice and guidance in supporting the needs of children with a diagnosis of autism.	Via school SENDCO in line with ASPIRE criteria
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Via PSA or SENDCo
Mental health support team	In school support from an education mental health practitioner who works with CAMHS.	Via SENDCo
Cognition and learning service	The service works alongside our school to support children with dyslexia and training/advice for teachers.	Via school SENDCO
School nursing service	The school nursing service provides confidential advice and support for children with health needs.	Via school PSA or SENDCO
Pastoral support advisor (PSA)	The pastoral support advisor can offer advice and support to parents for a wide range of issues.	<a href="mailto:hello@penrynprimary.org">hello@penrynprimary.org</a>
Hearing support team	The service works with hearing impaired children and staff.	Via school SENDCO
Vision Support team	The service works with visually impaired children and staff.	Via school SENDCO
Physical and medical needs team	This team supports with physical movement, mobility and occupational therapy.	Via school SENDCO
Education welfare officer	The Education Welfare Officer works with the school, parents and pupils to support regular school attendance.	Via attendance lead

## **11. 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 Senior Leadership Team 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 IPM 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.

## **12. 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 school audit 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 Gold award.

## **13. 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/>

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer | Care and Support in Cornwall](#)**

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. During pupil progress meetings, where a child is not making the expected progress, they are discussed to see whether they need to go on to the school's register of need. Once on the register of need, they will then be monitored closely and an IPM will be written for them to help identify the barriers to their learning.

## **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. After discussion, they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) to discuss whether it is appropriate for them to be added to the school's register of need. 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. 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 scaffolded 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 individual, medical 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, 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. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head of School at your request.

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

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 Trauma Informed School – a program which underpins the school ethos and supports pupils with their emotional health and well-being. We have designated TIS 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, promoted by the Penryn Passport. 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 allocates a proportion of the school's budget for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to fund any resources and support required by each individual child through element one funding. For those children with an Education, Health and Care Plan, the local authority provide top up funding which is decided by the statutory SEN panel to support the pupil in school. In-school resources and support are detailed in Individual Provision Maps (IPMs). 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 using feedback from a range of sources alongside recent training and CPD.

**Updated July 2025**



**Mrs C Fox (SENDCo) and Mr C Lee (Head of School)**