



The Aspire Academy Trust

Whitemoor Academy

SEND Information Report and Local Offer 2026 - 2027



Welcome to Whitemoor

Whitemoor Academy is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment.

Staff at Whitemoor Academy are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to diminishing the difference between SEND and non-SEND pupils. We do this through a variety of provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate.

Every child at Whitemoor Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

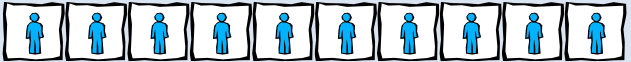
Name of the Special Educational Needs/Disabilities Coordinator (SENDCo): Mrs Steph Ford

Contact details: **hello@whitemoor.org.uk**

01726 822274

The levels of support and provision offered by our school

1. Pupil 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 
- Views and opinions of all pupils are valued by all members of the school community. - Termly Parents' evenings for all children and parents/carers. - Safeguarding and SEND concerns is a standing agenda item at every staff meeting. - Termly monitoring visits from other senior leaders, which focus on school improvement including SEND. - We listen and respond to children via the School Council and through class discussions.	- Pupils with SEND are included in all pupil voice/pupil conferencing groups. - Pupils with SEND are included in all consultation groups. - Tailored interventions based on need. - Staff are skilled in listening to and supporting children in sharing their ideas and opinions.	- Termly review meetings for parents of children with an identified SEN. - Pupils' views are incorporated into Individual provision maps (IPMs) which are shared with parents and children and reviewed in Progress Meetings termly. - IPMs are completed for all children on the Record of Need. - All documentation is presented in a format that is accessible to the pupil. - Pupils' views are an integral part of Team Around the Child) TAC meetings, Children in Need (CHIN) meetings and SEN reviews as described above.

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 
• The school works in partnership with all parents and carers through school events, welcome meetings at key transition times and arrange times to meet that suit them. • Information on SEND sent out to new parents to raise any concerns before their child starts school. We encourage parents to come and discuss their concerns in person afterwards. • Parents and carers are invited to attend termly Parents' evenings and all parents receive notification of their child's achievement in relation to national expectations. • Opportunities for parents to attend groups or workshops if relevant relating to SEN. • Information posted on the school website, newsletter and social media. • Pupils' reports are sent home each academic year. • Where necessary, parents are given support to access multi-agency support. • A varied way of contacting parents from school: weekly newsletters, texts, phone calls, social media and face to	• Information on SEND sent out to new parents to enable them to raise any concerns before their child starts school. We encourage parents to come and discuss their concerns in person afterwards. • Parents and carers are invited to attend termly parents' evenings and all parents receive notification of their child's achievement in relation to national expectations. • Opportunities for parents to attend groups or workshops if relevant relating to SEN. Information posted on the school website, newsletter and social media.	• Termly progress meeting with Parents to discuss their child's learning needs. • Liaison with specific out of school agencies including: • Children's and Adolescent Mental Health Service • Speech and Language Therapy • Occupational Therapy • Cognition and Learning Team • Educational Psychologist • Early Support workers • Penhaligon's Friends • Autism Support team • Aspire Inclusion Team - School Nursing Service • Parents and carers are supported in attending, and are actively involved in, all multi-agency meetings and annual reviews, where their views are an integral part. • All documentation can be presented in a format that is accessible to parents where appropriate.

face discussions. - Families are invited to attend information sessions: re supporting their children at home. - Parents are able to contact school about concerns at any time to speak to the class teacher. - All documentation can be presented in a format that is accessible to parents where appropriate. - Opportunities for parents to attend groups when applicable		
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- The curriculum is designed to ensure the inclusion of all pupils and provides exciting opportunities which appeal to the needs of all learners. - All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. - Specialist Individualised Support and Provision - Assessments (including dyslexia screening) are used to identify pupils who need specific interventions. - Parent evenings through the year and yearly reports to discuss pupils' work. - Meet the teacher opportunities at the	- Interventions are individual and needs led. - The progress of pupils taking part in intervention groups are assessed on a regular basis. - The interventions are adapted in light of student progress. - Small group intervention includes: Literacy – RWI, reading, writing Numeracy Speech and Language, Time to Talk programme, WELCOMM - TIS:UK - Social and Emotional intervention - Precision Teaching and pre-teaching.	- Pupils with special needs and/or disabilities can access the whole curriculum with adult support as appropriate. - Personalised timetable if necessary with targeted support for those children who need it most. This may include pre-teaching of new topics, personalised resources and targeting children's interests. - Daily contact with parents. - Support from outside professionals includes: Educational Psychologist Speech and Language

beginning of the school year. • Termly assessments on pupils' progress and attainment. This is assessed through: pre-key stage standards, working towards expectations, meeting expectation or exceeding expectations. • The Engagement model is used for pupils where attainment is not yet subject specific. Pupils are supported in following their interests, regardless of their SEN.		Aspire Inclusion Team Cognition and Learning Team
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4. Teaching and learning

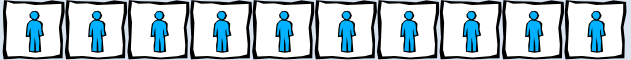
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The whole school uses an inclusive approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils. • Lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Learning Objectives are displayed and discussed and success criteria referred to, when appropriate. • Alternative ways of recording are used such as using iPad software. • Visual timetables used in all classrooms. • Good quality training and CPD for all staff.	• 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 - foster independence • If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher.	• Personalised and highly differentiated work is provided enabling independent learning. • Personalised timetable if necessary. • One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory difficulties, Speech and Language difficulties, Autism, severe literacy difficulties/Dyslexia and they have an Education Health Care Plan. • IPMs (Individual provision maps) are completed for pupils with Educational

Teachers and Teaching Assistants are given extra opportunities to further their qualifications: e.g Dyslexia champion, Autism champion, Health and Well-being champion.	Independent student learning is supported by the use of technology, for example iPads. Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc)	Health Care Plans and those receiving SEN Support. These are reviewed termly with parents and pupils. 'Now and Next' boards are used with pupils who benefit from short breaks within their learning.
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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 
- Clearly labelled and laid out classrooms - Resources available in classrooms including overlays, highlighters and dictionaries etc which promote independence. - Classroom monitors with specific responsibilities. - Consistent routines and behaviour expectations. - Pupils have the opportunity to choose from many after school clubs. - PSHE lessons and assemblies promote Social and Emotional well-being. - All children have the opportunities to attend school trips and residential visits.	- Where teaching assistants are in the classroom they facilitate independence. - Pupils have access to specialised equipment to help them to learn, such as talking tins, overlays, and a variety of timers. - Pupils can have access to: -visual timetables -Now and Next boards	- Teaching Assistants working 1:1 or with small groups of children encourage them to be specific about what they need help with and ask them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. - Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. - Visual cues are used for specific tasks eg toileting, dressing etc - Timetables are in place to support independence.

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 
• PSHE lessons include all pupils • Pupil issues are dealt with by trained staff, as they arise. • All staff are first aid trained to ensure the safety of pupils. • Pupils have access to a school nurse on a referral basis. • After School clubs • All pupils belong to a class/group. • Resilience is promoted through sports events, school plays, school trips and team activities. • All children belong to a house team. • There is a whole school TIS:UK (Trauma Informed Schools) ethos and approach. • All children have the opportunity to run for school councillor. • All children's emotional wellbeing is screened using the Motional program and interventions identified for groups or individuals.	• Small group work focuses on areas including: - self-esteem - social skills - life skills - anger management • Multi-skills events aid resilience and emotional wellbeing. • Support at playtimes where needed.	• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for pupils can be requested from: - CAMHS - Social Care - Dreadnought - Music therapy - SALT (Speech and Language Therapy) - Hearing support - Young People Cornwall - Kernow Young Carers - Penhaligon's Friends (Bereavement Support) - Hugs • Pupils with specific medical conditions have individual health care plans. • A sensory diet can be designed for individual pupils' needs. • 1:1 or small group TIS:UK support: interventions for social and emotional support including Draw and Talk and Lego Therapy for social and emotional support.

		Comprehensive screening of emotional wellbeing for some children using the Motional program.
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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
		
- All children belong to a house team. - All children from Years 1 to 6 are given the opportunity to run for School Councillor each year. - All children have the opportunity to join a club (from Spring term of reception). - Class performances and productions: everyone has a part. - Collaborative working in class. - Home visits are arranged for children entering Reception. - There is robust preparation for Secondary school transition and effective partnership with our main local feeder school.	- Age -appropriate interventions to encourage social and communication skills. - TIS:UK resources and support - Adult support at playtimes to encourage friendships and modelling of games	- Advice and care plans from SALT are followed to support children's social interactions - Meetings with Early Years providers enable discussion of the individual needs of children joining Reception. - Referrals are made promptly for Speech and Language assessment and support.

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

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		

		
• All areas of the school are accessible to everyone including those pupils with SEND. • The school is wheelchair accessible. • Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named Designated Safeguarding Lead and two Deputy Designated Safeguarding Leads. • The school has a named Designated Teacher for Children in Care and Previously Looked After Children. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school.	• Non-slip, non-breakable equipment available in practical lessons. • Some toilets adapted by height. • There are named adults who are 'Team Teach' trained. • Quiet areas are available.	• Specialist equipment in practical lessons enables disabled pupils to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The EYFS class forms one of the four classes at Whitemoor. • EYFS transition is well planned and visits to new classes take place regularly. • EYFS Learning Together sessions including a lunchtime take place in the Summer term prior to the children attending.	• Class 1 teachers liaise with parents (home visits) and pre-school to ensure all information is shared before the new intake transition. The SENCO will liaise with Secondary School to ensure all information is shared before transition. Extra visits can be arranged if required.	• Where necessary, individualised transition programmes are put in place and the SENDCo meets with the Secondary SENDCo to ensure a smooth and successful transition.

• There are strong links with the receiving secondary schools. Children are identified who may need extra support and new school is worked with to ensure a successful transition. • Taster sessions happen throughout the year and in a variety of curriculum areas. • As part of the transition programme within the school, children have a morning in their new class the term before they move into that class.	• All information regarding children's individual needs is transferred to their next school as part of the transition process.	
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10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
		
• SENDCo achieved the National Award for SEN. • Inclusion network meetings attended by the SENDCo termly. • Staff INSET days and weekly CPD sessions throughout the year: all teaching and non-teaching staff take part in a wide range of training relevant to the needs of the pupils, for example: - Safeguarding and Child Protection - First Aid - Emotional wellbeing and mental health - Phonics and reading - Speech and Language support	Where small groups require specific provision, training will either be led by a member of the Aspire inclusion team, or a staff member who has already received this training. If necessary, training will be accessed via an outside agency. TA meetings are held for those who work with specific children half termly. Groups of staff are trained to deliver specific interventions, eg Precision Teaching, Draw and Talk, RWI interventions.	• Some very specialised training is arranged for staff according to need, for example when supporting a child with complex medical needs. Parents would always be consulted and informed in such cases.

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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Child and Adolescent Mental Health Services Cornwall (CAMHS)	Support children and young people in dealing with emotional. Behavioural or mental health issues.	Contact the Early Help Hub : 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Child Development Centre (CDC)	A Local Authority area resource for preschool children experiencing significant difficulties in certain aspects of their development. Support parents /carers and Early Years Foundation Stage providers in how best to teach and meet needs of young children.	Truro Child Development Centre Royal Cornwall Hospital (Treliske) Dolphin House Truro TR1 3LJ Tel: 01872 253878 07966 862591
Cognition and Learning Service	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: • Specific Learning Difficulties (SpLD - including dyslexia) and • Moderate (or general) Learning Difficulties	cognitionandlearning@cornwall.gov.uk
Cornwall Autism Spectrum Team	Support children with a diagnosis of Autism. The team includes advisory teachers, specialist therapists and Autism Spectrum Team workers.	Autism Spectrum Team 01872 323210 admin.staustell3@cornwall.gov.uk

Early Help Hub	Identifies the most appropriate Early Help service for a child or young person by receiving requests from parents and professionals, assessing the need on the request and matching it with the right support service. Services include: • Autistic Spectrum Disorder Assessment Team • Early Years Inclusion Service • Health Visiting (over 2 years) • Parenting Support • School Nursing • Speech and Language Therapy	01872 322277 Email: earlyhelphub@cornwall.gov.uk
Educational Psychology	Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them.	Aspire Educational Psychologists Aspire Academy Trust 01726 438613
Educational Welfare Support	Our assigned Educational Welfare Officer (EWO) can provide help and advice on: Attendance issues Bullying Child Protection Exclusion	Aspire Academy Trust 01726 438613
Family Support	The Family Information Service (FIS) offers help to families in the form of free and impartial advice, guidance and signposting to a wide range of agencies and services for children and young people aged 0-20 (or 25 if they have additional needs)	Family Information Service 39 Penwinnick Rd, Saint Austell PL25 5DR Freephone: 0800 5878191
Penhaligon's Friends	Bereavement Support for children, young people and their parents and carers.	Website: http://www.penhaligonsfriends.org.uk E-mail:

		enquiries@penhaligonsfriends.org.uk Telephone: 01209 210624
Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	Cornwall Partnership NHS Foundation Trust, Carew House, Beacon Technology Park, Dunmere Road, Bodmin PL31 2QN Email: cpn-tr.Enquiries@nhs.net CFT support: 01208 834600
Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0		

12. Pupil progress

Parents meet with the class teacher and/or SENDCo termly to discuss concerns and set targets for the following term using an Individual Provision Map (IPM). IPMs are completed for children with an Education Health and Care Plan (EHCP) or for children who require individual support but don't have an EHCP. The concerns are discussed and actions are noted. An annual review is held to update progress and provision for those with an EHCP. An open door policy is used for parents to access the SENDCo and class teacher as and when is needed at an appropriate time. Pupils are tracked throughout their time in school. Progress is formally updated termly by the class teacher and fed back to the SENDCo.

13. How we know how good our SEN provision is

We are always looking at ways to improve our knowledge and delivery of support to children with SEND. Staff are individually trained in areas that are of benefit to the children they work with regularly and we are developing roles across the school for individuals to be specialists in certain areas. As a small school, we are a friendly and approachable team with regular contact with parents and outside agencies. We see good practice as high quality first teaching. We are inclusive and we cater for a range of needs across the school. We are widely known for being a school that is a community based village school that includes all children regardless of their needs. Close relationships with outside agencies provide us with specialist support that is tailored to the individual child. This provision is

reviewed, updated and amended as needs change and staff are trained in a range of skills to allow for this individual provision to take place.

14. If you wish to complain

If you wish to complain, contact the Head of School, Mrs Hooper. Appointments or contact details can be obtained from the school office.

Answers to Frequently asked Questions

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

- Discuss this with the child's class teacher and the SENDCo. They can help you pinpoint any concerns and share experiences in school.

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

- The class teacher is responsible for the progress and this is overseen by senior leaders and the SENDCo where necessary.

3. How is the curriculum matched to my child's needs?

- Each child is taught according to their age. This corresponds to the National Curriculum, e.g a Year 5 child works at the Year 5 standard in the Curriculum. For children working below their age expectation, the Curriculum is tailored to suit their needs. This might be at a lower age level. For children who are exceeding their age expectation, they deepen their knowledge and understanding of that standard in order to achieve mastery.

4. How do school staff support me/my child?

- The school will do whatever possible to support parents and children and will respond to questions or concerns with a positive approach.

5. How will I, and my child, know how well they are doing?

- Termly meetings will be held for children who require a lot of extra support or if they have a IPM or EHCP.

6. How can you help me to support my child's learning?

- We can give you suggestions based on evidence from our professional experience, recommendations from outside agencies and other professionals, sign post you to parent support groups or parent training sessions and help you to understand your child's next steps.

7. How is my child included in activities outside the classroom including school trips?

- Careful planning goes into school trips. Each child is encouraged to participate in at least some of the activities to provide them with experiences outside of the classroom.

8. How accessible is the school environment?

- The school is wheelchair user friendly and an accessibility plan in place.

9. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

- Your child will have planned transition days with their peers and they have the opportunity to chat with all staff members on a regular basis through playground duty, meeting and greeting in the morning, breakfast and after school clubs and assemblies.

10. Who can I contact for further information?

- Your child's class teacher is the first point of call followed by the SENDCo and then the Head of School.