



Liskeard School & Community College

SEND INFORMATION REPORT (Formerly known as the “Local Offer”) Updated July 2017

All schools within the Caradon locality have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Link to Special Educational
Needs Policy (if available)



Link to Equality and Diversity
Policy



Name of the Special Educational Needs/Disabilities Coordinator: Roger Quaintance








Contact details:

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Email: roquaintance@liskeard.cornwall.sch.uk

People who support children with Special Educational Needs/Difficulties with learning at Liskeard School & Community College




| School Based Information | Staff | Summary of Responsibilities |
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| <p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?</p> | <p>The Assistant Head i/c Inclusion and Special Educational Needs Co-ordinator (SENDCo), Mr Roger Quaintance</p>  <p>Head of Alternative Provision, Mr Gary Smith</p>  <p>Emotional Health and Well-being Champion, Mrs Tracy Newman</p>  | <p>They are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> – involved in supporting your child's learning – kept informed about the support your child is receiving – involved in reviewing how they are doing – part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known to staff) and making sure that there are excellent records of your child's progress and needs • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school |

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| | <p style="text-align: center;">SENDCo Assistants:</p> <p style="text-align: center;">Corinne Holroyd Jane Warr</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> | |
| | <p>Tutors/Subject Teachers/Heads of Year/Assistant Heads of Year</p> | <p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, e.g. additional support from a TA or the teacher in class) and letting the SENDCo know as necessary • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources in association with the SENDCo • Ensuring that the school's SEND Policy and Literacy/Numeracy Policy are followed in their classroom and for all the pupils they teach with any SEND |
| | <p>Head Teacher, Mr Alex Lingard</p> | <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND • He will give responsibility to the SENDCo and class/subject teachers but is still ultimately responsible for ensuring that your child's needs are met • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND |
| | <p>SEND Governor, Mrs Helen Arnold</p> | <p>She is responsible for:</p> <ul style="list-style-type: none"> • Quality assurance and support of the faculty and for any children who attends the school who has SEND. |




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| <p>How can I let the school know I am concerned about my child's progress in school?</p> | <ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's tutor or Head of Year initially unless your child already has an identified need or Education Health Care Plan in which case you should speak directly with the Learning Support Department • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant Head i/c Inclusion (SENDCo) • If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher • If you are still not happy you can speak to the school SENDCo Governor |
| <p>How will the school let me know if they have any concerns about my child's learning in school?</p> | <ul style="list-style-type: none"> • When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with their Head of Faculty and the Assistant Head Teacher i/c Inclusion (SENDCo) • Another way your child may be identified is through progress meetings attended by the Head of Year, Assistant Heads of Year, Heads of Faculty and members of the Senior Leadership Team. At these meetings children who aren't making sufficient progress are identified and activities are agreed to help move them on. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail <ul style="list-style-type: none"> – to listen to any concerns you may have too – to plan any additional support your child may receive. This is called a Provision Map. – to discuss with you any referrals to outside professionals to support your child's learning |
| <p>How is extra support allocated to children and how do they move between the different core levels of support?</p> | <ul style="list-style-type: none"> • The school budget, received from Cornwall LA, includes an element for supporting children with SEND • The Head Teacher decides on the budget for Special Educational Needs in consultation with the School Governors on the basis of needs in the school • The Head Teacher and Assistant Head i/c Inclusion (SENDCo) discuss all the information they have about SEND in the school including: <ul style="list-style-type: none"> – the children getting extra support already – the children identified as needing extra support – the children who have been identified as not making as much progress as would be expected, and decide what resources/training and support to put in place • All resources/training and support are reviewed regularly and changes made as needed |

The levels of support and provision offered by our school

1. Listening to and responding to children and young people




| <p>Whole school approaches The universal offer to all children and YP.</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • The views and opinions of all students are valued • Student Voice is represented in all aspects of school • Student Voice is heard through: <ul style="list-style-type: none"> – consultation – focus groups – questionnaires – student council meetings – feedback from lesson observations and learning walks – AFA meetings – Meetings with the Heads of Year and Assistant Heads of Year | <ul style="list-style-type: none"> • Students with SEND are represented in all consultation groups • Additional provision is developed in light of student voice • Access to Young People’s Consultation/Conferences through Head Start Kernow (Aspiration for 2017/18) | <ul style="list-style-type: none"> • Individual support is responsive to the views of the student • Students’ views are an integral part of Team Around the Child (TAC) meetings, Early Support meetings, Social Care meetings and SEND reviews • Students are supported in person-centred planning with targets and measurable outcomes • Advocacy is available to ensure the above • All documentation is presented in a format that is accessible to the student |

2. Partnership with parents and carers

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • The school works in partnership with all parents and carers • The parents/carers of all students attend parent/carer evenings at least once per year • Students' progress and tracking reports are sent home once each term • The school planner encourages written dialogue between families/parents and school • Parents/carers know exactly who to contact if they have concerns • The school website enables parents/carers to understand more about what their young person is learning • Parents/carers are able to contact school re concerns at any time via the website or via telephone • A "show my homework" Internet based intervention, supports students and parents with students' additional learning | <ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their young person at home as appropriate to need, e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing etc., study skills/revision technique support • Virtual sites such as MyMaths, BBC Bitesize and Learn Liskeard are available so that there is far less confusion at home for young people with SEND • Take 3 parenting course and parent drop ins • Thrive for parents. Six week course. (Aspiration for 2017/19) | <ul style="list-style-type: none"> • Parents/carers are supported in attending and are actively involved in all TAC meetings, Achievement For All (AFA) and reviews • Parents'/carers' views are an integral part of TAC meetings and SEND reviews • Advocacy is available to ensure the above if required via the Family Information Service • All documentation is presented in a format that is accessible to individual parents/carers • Parents/carers are encouraged to join in with school trips • Parents/carers are encouraged to engage in one-to-one reading and vocabulary programmes and individualised numeracy support • Students with a Statement have an identified Key Worker enabling effective communication • Where appropriate, students identified as underachieving receive solution-focused support via the AFA programme |




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| | | <ul style="list-style-type: none"> Partnership work with parents to complete/review a Thrive assessment with specific focus on Emotional Health and Wellbeing |
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3. The curriculum

| <p>Whole school approaches. The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> The curriculum is designed to ensure the inclusion of all students All students, regardless of their ability and/or additional needs, have full access to the curriculum Assessment, i.e. dyslexia screening, literacy, numeracy, Pupil Attitudes to School and Self (PASS) tests are used to identify students who need specific interventions when required PSCHE – delivered through tutor time; this includes support/teaching around Emotional Resilience and Mental Health and Wellbeing Thrive class screening is used to identify universal teaching focus for Emotional Resilience and Mental Health and Wellbeing (Aspiration for 2017/18) | <ul style="list-style-type: none"> A small number of students have the opportunity to access a bespoke curriculum, i.e. via the Learning Centre, work experience and alternative providers of education: Entry level qualifications, Community Hospital Education Service and Cornwall Cyber School Intervention packages are bespoke and needs led and are coordinated via the Learning Support Department with appropriately qualified members of staff The progress of students taking part in intervention groups is measured before and after the support The intervention packages are adapted in light of student progress and attitude to learning Small group intervention includes: <ul style="list-style-type: none"> Synthetic Phonics or equivalent literacy – reading, comprehension, spelling, writing, etc handwriting numeracy | <ul style="list-style-type: none"> Students are supported in following their interests and chosen curriculum regardless of their SEND. For example, a student with a physical impairment is given the support they need to access GCSE design technology Students with special needs and/or disabilities can access the curriculum with adult support as appropriate In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved including the Deputy Head Teacher in charge of the curriculum |




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| | <ul style="list-style-type: none"> • speech and language • keyboard skills • study skills • social skills • key skills – including Emotional Resilience and Mental Health and Wellbeing | |
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4. Teaching and learning

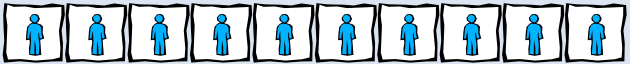


| Whole school approaches The universal offer to all children and YP  | Additional, targeted support and provision  | Specialist, individualised support and provision  |
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| <ul style="list-style-type: none"> • Teachers have the highest expectations of all students in the class and aim to inspire, foster curiosity and develop resilience • Lessons are carefully planned and differentiated based on individual needs and progress within the class • Strategies such as structured group work are used to enable students to work co-operatively and independently • The whole school uses a “dyslexia-friendly” approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students • Where applicable lessons include a variety of activities of strategies that cover different | <ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision • Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> – ensure understanding – facilitate learning – foster independence – keep students on task • If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher | <ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia, social, mental and emotional health needs, etc • Outreach support and advice from special schools is requested on teaching and learning as required • Homework Club for children with SEND for 45 minutes on Monday, Tuesday, Wednesday and Thursday |

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| <p>learning styles, i.e. visual kinaesthetic and audio</p> <ul style="list-style-type: none"> • Learning Objectives are displayed and discussed with students each lesson • Differentiated Success Criteria are shared • Students' work is regularly marked and dedicated improvement time (DIT) given to enable them to improve • Target grades are visible or easily accessible • Literacy/numeracy is a priority for all staff: key vocabulary and key terms are displayed and discussed • Differentiated homework is given as appropriate (see the my Homework IT site) • Clear system is in place to enable teachers to identify and refer pupils who may need support with their Emotional Resilience and Mental Health and Wellbeing in order to access learning | <ul style="list-style-type: none"> • Independent student learning is supported by the use of technology. For example: <ul style="list-style-type: none"> – laptops – netbooks – i-Pads – Dictaphones – pen scribes – reading pens • Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes, etc.) • Homework support is available after school for one hour for three evenings per week | |
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5. Self-help skills and independence




| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • Students are encouraged to use the 4 Bs prompt in lessons – book, brain, buddy before asking the “boss”! • Technology is available to aid independence • All students can have access to a regular homework club after school in the Active Learning Centre and via Cyber Cafe | <ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence • Students have personalised equipment to help them to learn, such as talking tins, overlays and timers as appropriate to need • Students have access to: <ul style="list-style-type: none"> – Visual timetables – Learning passports – Task cards – Prompt cards – Traffic light system – Time out cards as appropriate to need | <ul style="list-style-type: none"> • Teaching assistants work one-to-one with students and 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, 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 • Personalised task boards and timetables are in place to support independence • SMART targets via Individual Learning Plans (ILPs) shared with pupils, teaching assistants, teachers and parents enable pupils clear focus and direction when completing tasks |

6. Health, wellbeing and emotional support

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • All students have access to an Assistant Head of Year and their Tutor for support • Personal, Social, Citizenship and Health Education (PSCHE) lessons include all students • There is a named member of staff who co-ordinates provision for students with wellbeing, emotional, physical and mental health needs – supported by a team of staff who each have a specific area of expertise • Peer mentors/buddies are trained to support fellow students • Students have access to support via: <ul style="list-style-type: none"> – the school nurse (Sessions are private and confidential) – bereavement counselling – teenage information via TICTAC, a young person’s health information and advice centre situated within the school grounds <ul style="list-style-type: none"> ➤ self-harm | <ul style="list-style-type: none"> • A base is available for vulnerable students to take “time out” and find support at breaktimes. There are trained members of staff running the base. This is known as “Games Club” • Time limited and monitored groups address: <ul style="list-style-type: none"> – Self-esteem – Social skills – Life skills – Self-regulation of emotions and anger – Risk taking behaviour – Conflict resolution – Self-harm • Vulnerable students have access to various sports activities at lunchtimes via “Games Club” to aid resilience and emotional wellbeing. A gardening club has also been established • Risk assessments are made for identified students • Staff access specific training to develop proactive and responsive group sessions in line with need (Aspiration for 2017/18) | <ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse • Boxall profiling or similar, i.e. Pupil Attitudes to School and Self (PASS), and Thrive programmes are used to tailor provision to need • Additional support for students can be requested from: <ul style="list-style-type: none"> – CAMHS – Social Care – Youth Service – Dreadnought – Aspires – Penhaligon’s Friends – Music therapy – Kooth |

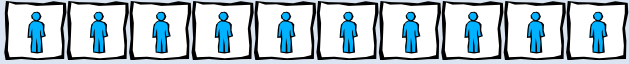
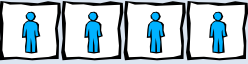

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| <ul style="list-style-type: none"> ➤ anxiety ➤ eating disorders ➤ emotional resilience ➤ drugs/alcohol ➤ family issues/separation ➤ sexual good health ➤ LGBT ➤ Risk taking ➤ Bereavement ➤ Friendships ➤ Healthy eating <ul style="list-style-type: none"> • Student issues are dealt with by trained staff as they arise | <ul style="list-style-type: none"> • The school has access to a Therapy Dog who visits once a week | <ul style="list-style-type: none"> – School nurse – White Gold – Early help – Pentreath mentor support – Headstart Kernow – Autistic Spectrum Team <ul style="list-style-type: none"> • Individualised support is provided for students who begin to display early signs of disaffection • Students with specific medical conditions have individual health care plans which are co-ordinated via the school first aider |
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7. Social Interaction opportunities

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • All students are encouraged to take part in all areas of school life in order to feel part of the school community to enable them to gain a sense of achievement and belonging • All students have opportunities for social | <ul style="list-style-type: none"> • Games Club • Older students are involved in “paired reading” and literacy support with younger students with SEND | <ul style="list-style-type: none"> • Students are individually supported by teaching assistants to enable their attendance at after school clubs as appropriate • Teaching assistants use social stories with |




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| <p>interaction regardless of need</p> <ul style="list-style-type: none"> • All students belong to a tutor group • All students are invited on trips and visits • Communal seating and covered areas have been provided to encourage social interaction across the school | <ul style="list-style-type: none"> • Peer mentors/buddies are available for vulnerable children and young people • Autism champions ensure social interaction opportunities for students with autism • Chill and Chat. Year 11 pupils sessions to help reduce exam related stress | <p>individual students</p> <ul style="list-style-type: none"> • Older welfare and SEND ambassadors are used to support and “buddy” younger students with SEND via Games Club • Homework Club with specific support for pupils with SEND |
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8. The physical environment (accessibility, safety and positive learning environment).

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • Almost all areas of the school are accessible to everyone including those students with SEND. Almost all faculties have wheelchair accessible classes. Where this is not the case suitable alternative facilities are made available • Students feel safe and in an environment where bullying is minimal and dealt with effectively • There is a named child protection officer, “Designated Safeguarding Officer” (DSL) and three deputies (DDSL) . Their names are clearly displayed and there is a named “Child in Care” | <ul style="list-style-type: none"> • A base for vulnerable students known as Games Club offers a quiet and supervised area for those who are unable to cope in unstructured times. This ensures there is the opportunity to eat lunch away from the canteen and store items in a secure place • Non-slip, non-breakable equipment is available in practical lessons • Adapted PE equipment is available • Some toilets are adapted to enable disability access. These are clearly | <ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent • Classrooms/halls/corridors are made accessible for young people with sensory needs • PE support bespoke programmes • A Thrive space is available for specific 1:1 intervention |




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| <p>teacher</p> <ul style="list-style-type: none"> All areas of the school are aimed to be uplifting, positive and support learning Teachers focus on rewarding good behaviour to promote a positive learning environment (see the school's Behaviour for Learning policy) The rewards and sanctions system is robust and displayed around the school (see the school's Behaviour for Learning policy) | <p>identified</p> <ul style="list-style-type: none"> Adjustable chairs/tables are available There are named adults who are Team Teach trained. Their names are clearly displayed A Group Work Room is available | |
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9. Transition from year to year and setting to setting

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> There are strong links with feeder primary schools. We have a designated Assistant SENDCo who identifies students who may need extra support at transition from KS2 to KS3 in association with our feeder primaries Primary children visit school regularly from year 3 for specific events Identified secondary staff visit and teach/support in feeder primaries Taster days take place for students in years 5 and 6 and there is an induction day for year 6 students In year 8 preparations begin for option choices | <ul style="list-style-type: none"> "Buddy" or peer systems are in place for students who are particularly vulnerable at transition Key identified students are invited to attend Summer School (a two week programme) Students identified as possibly struggling with transition have many additional visits in small groups. A designated Assistant SENDCo is in place to support the process A transition passport is put together and shared with all staff School Careers advice and support for key groups | <ul style="list-style-type: none"> The SENDCo and Assistant SENDCo Transitions Co-ordinator attend year 5 (if required) and year 6 annual statement reviews (and earlier if the parent requests) The student has a key worker (i.e. Transitions Co-ordinator) who spends time with them in primary school before supporting them in secondary school Students have a structured and gradual transition package from setting to setting. |

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| <p>made in year 9. All students are interviewed with parents regarding choices by a member of the Senior Leadership Team</p> <ul style="list-style-type: none"> Year 11 students are supported with the Sixth Form/FE application and interview process. A member of the Senior Leadership Team and/or the school's Careers Advisor meets year 11 students and their parents/carers to make sure they have plans post-16 Whole class screening through Thrive to support identification of needs and development of the School Offer (Aspiration for 2017/18) | <ul style="list-style-type: none"> Individual Thrive Action Plans completed by Year 6 teachers will inform transition planning | <p>This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</p> <ul style="list-style-type: none"> Post-16 providers are invited to attend transition reviews Students with SEND have extra visits to college in year 11 Visits to work experience and post-16 providers are also provided |
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10. The SEND qualifications of, and SEND training attended by, our staff

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| <p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p>  | <p>To enable targeted support and provision</p>  | <p>To enable specialist, individualised support and provision</p>  |
| <ul style="list-style-type: none"> Roger Quaintance – SENDCo Diploma Gary Smith – SENDCo Diploma | <ul style="list-style-type: none"> Corinne Holroyd – Assistant SENDCo Attachment training, Emotional Literacy Support Assistant Jane Warr – Assistant SENDCo Autism Champion, Attachment training Andrea Bonser Autism Champion Hayley Jenkins Thrive Practitioner, Autism Champion Alison O’Connell Qualified teacher, exam access | |

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| | <ul style="list-style-type: none"> • qualification, Level 7 counselling • Silvia Racca Attachment training, Team Teach • Sally Cox Attachment training, Team Teach • Tracy Newman Thrive training, LGBT advocate, self-harm <p>Assistant Heads of Year</p> <ul style="list-style-type: none"> • Rachel Harris Bereavement, LGBT advocate • Jo Kelly Mental Health training • Jane Chinn Healthy Eating, diabetes • Ruth Cozens Alcohol/drugs training | |
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11. Services and organisations that we work with:

| Service/organisation | Service/organisation | Service/Organisation |
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| Psychological Service | Caradon, North Cornwall and Restormel Alternative Provision Academies | CICES (Children in Care Education Service) |
| Social Care | Occupational Therapists | Pentreath |
| Child and Family Services | Behaviour Support Adviser | SR Training |

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| Auditory Service | Physical Disability Adviser | Brook Advisory Service |
| Speech and Language Service | Dyslexia Support Adviser | CLEAR |
| Autism Specialists | Common Assessment Framework (CAF) Process or Early Years Support | Intercom |
| Visually Impaired Service | White Gold Cornwall | Community Hospital Education Service |
| CAMHS | School Nurse Service | |