

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

JULY 2015 (up-dated July 2017)

Notice to staff using a paper copy of this guidance –

The school website and Learn Liskeard hold the most recent procedural version of this guidance. Staff must ensure they are using the most recent guidance.

Author: Roger Quaintance, Assistant Head (Inclusion)

Related Policies and documentation:

Curriculum
Antibullying
Restraint and Positive Handling
Learning Support Department Handbook
Behaviour for Learning
Equality Policy
Educational Visits
JCQ access arrangements and reasonable adjustments 2014
School Local Offer
Teaching and Learning
Medical
Health and Safety
Section 3 Medical Conditions in School

Reader Information and Asset Registration

Title	Special Educational Needs and Disability (SEND) Policy
Rights of Access	Public
Type of Formal Paper	Policy
Subject	Special Educational Needs
Document Purpose and Description	Strategic overview of Special Educational Needs
Author(s)/Editor(s)	Roger Quaintance
Ratification Date and Group	Governors, June 2012
Publication Date	June 2011
Review Date and Frequency of Review	Annually
Job Title of Person Responsible for Review	Assistant Headteacher – Inclusion
Target Audience	Staff, Parents, Governors
Circulation List	Available to all stakeholders via website
Consultation Process	Annually
Equality Impact Assessment	Yes, March 2011
References/Source	LA Guidance
Author Contact Details	01579 342344, Ext. 127 email: rquaintance@liskeard.cornwall.sch.uk

Document Review History

Version No.	Type of Change	Date	Originator of Change	Description of Change
1	Minor update		Roger Quaintance	Change of personnel including job description overviews Addition of a Learning Support Department Handbook 2010/11 to Appendices
2	Major revision	May 2011	Roger Quaintance Governors	Major revision identified as a result of change in SEND leadership and management
3	Minor update	March 2012	Roger Quaintance Paul Taylor	Finance update (Section 7) Minor revisions in general throughout policy Update regarding School Act plus provision (5.3)
4	Minor update	September 2013	Roger Quaintance Paul Taylor	RON definitions updated Finance update
5	Major update	November 2014	Roger Quaintance Paul Taylor	Finance update (Section 7) Major revision in the light of the revised Codes of Practice
6	Updates	July 2015	Roger Quaintance	Additions to Aims and Principles. (1.1 – 1.4) Changes re Local Offer mentions, EHCP mentions and to Learning Support Handbook
7	Updates	Feb 2016	Roger Quaintance	TA profiles
8	Updates	Feb 2016	Roger Quaintance	Appendices included on: <ul style="list-style-type: none"> • TA deployment rationale • Code of Conduct

9	Updates	Sept 2016	Roger Quaintance	Updates to Appendix 1, Learning Support Handbook – staff
10	Updates	Feb 2017	Roger Quaintance	Finance update and SEND Information Report update.
11	Updates	July 2017	Roger Quaintance	Updates to Learning Support Handbook - staff

Contents

1. Aims and Principles.....	5
2. Responsible Persons	5
3. Admission and Inclusion	5
4. Access to the Curriculum.....	6
5. Levels of Support.....	7
6. Providing the Graduated Response	7
7. Identification and Assessment	7
8. Support Pupils with a Medical Condition	8
9. Resources	8
10. Liaison.....	8
11. Arrangements for the Treatment of Complaints	9
12. Staff Development	9
13. Working with Parents.....	9
14. Pupil Participation	10
15. Dissemination of Information	10
16. Evaluating Success.....	10
17. Glossary of Terms.....	10

Appendices

Learning Support Department Handbook
SENDCo's key responsibilities
SEND Information Report

Major Stakeholders

- Deputy Headteacher – Curriculum
- Assistant Headteacher – Inclusion
- Headteacher
- SEND Staff

1. Aims and Principles

- 1.1 For Liskeard School and Community College to provide the highest quality education possible for every child who has a special educational need or disability
- 1.2 To provide maximum possible access to the National Curriculum to all pupils
- 1.3 To provide a differentiated curriculum to enable all pupils to achieve their potential
- 1.4 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs or disability and ensure that, where the headteacher or the appropriate governor has been informed by the Local Authority's Assessment and Provision Team, that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.6 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs or disability as identified in the SEND Code of Practice (January 2015).
- 1.7 The Headteacher, or delegate, will report termly to governors on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.8 The staff will ensure that pupils with Special Educational Needs and Disability (SEND) join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.9 A child of compulsory school age or young person (0-25 years) has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2. Responsible Persons

The 'responsible persons' for Special Educational Needs and Disability (SEND) are Alex Lingard (Headteacher), Roger Quaintance (Assistant Head, Inclusion) and Davina Finch (Chair of Governors). The school's SEND Governor is Helen Arnold.

- 2.1 The persons co-ordinating the day to day provision of education for pupils with Special Educational Needs and Disability (SEND) are Jon Chinn (Head of Area Resource Centre) and Roger Quaintance (Assistant Head, Inclusion) in association with SENDCo Assistants Corinne Holroyd and Jane Warr.

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Liskeard School and Community College (LSCC) adopts a 'whole school approach' to Special Educational Needs and Disability (SEND) which involves all the staff adhering to a model of good practice. This is known as the SEND Information Report (see appendices). This offer draws upon information from the Cornwall County's Local Officer which is available from the Family Information website: www.cornwallfisdirectory.org.uk

The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority, the Children and Families' Act 2014 and the SEND Code of Practice.

The school operates an equal opportunities policy for children with special educational needs and disabilities who are afforded the same rights as other children. This includes both those children with statements of special educational needs and disabilities and those others with less significant problems.

3.2 LSCC has an Area Resource Centre (ARC) for pupils who are on the autistic spectrum. Admissions into this centre are the same as for all other admission arrangements and will be co-ordinated by the County assessment and provision team. The ARC does however have a separate funding stream.

3.3 LSCC has been modified for wheelchair access and there are lifts and ramps to ensure almost full access. There are disabled toilets in strategic areas of the school. Disabled parking is also provided. (For more details see the Equality Policy)

4. Access to the Curriculum

4.1 The provision of an exciting learning environment will be a priority to arouse pupils' interest and curiosity and to help those who need extra stimuli to overcome their learning disabilities

4.2 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs and Disability (SEND) a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

4.3 The school will make provision for pupils with special educational needs and disabilities to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

4.4 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

4.5 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

4.6 Schemes of work for pupils, within classes and year groups, will reflect whole-school approaches to teaching and learning and will take account of special educational needs.

4.7 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

4.8 An atmosphere of warmth and support will be fostered in which self-esteem and self-confidence can grow. This is supported by providing provision for pupils who have Special Educational Needs and Disability (SEND) before and after school and during break and lunchtimes within the learning support department and in the South East Cornwall Area Resource Centre (ARC).

4.9 Provision is made for pupils with Special Educational Needs and Disability (SEND) where necessary to have the use of a scribe and reader during lessons and examinations and in the recording of homework as appropriate. This may also include additional time for examinations.

5. Levels of support

5.1 Levels are divided into three levels or waves:

- universal whole school approaches;
- additional targeted support and provision;
- specialist individualised support and provision.

The intervention and support is known as the SEND Information Report (see appendices)

6. Providing the graduated response

6.

6.1 When a student both fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy, presenting persistent social, mental and emotional health difficulties, has sensory or physical problems or communication or interaction difficulties, the college will place the student on a **school based support register or a monitoring register**.

6.2 Pupils who are placed on school based support Register of Needs (RON) will have a key worker and an individual provision map will be drawn up in accordance with the assess, plan, do review process. Reviews take place at least termly. Interventions used are outlined in the school's SEND Information Report.

6.3 Working with the student on a daily basis and planning for and delivering the individualised programme for a student requiring school based support will remain the responsibility of the subject teacher in liaison with the relevant Head of Faculty (HoF) and Head of Year (HoY). The SENDCo will also be involved, supporting on a needs basis. They will support and co-ordinate provision which is additional and different from what is available through the differentiated curriculum for all students.

7. Identification and Assessment – a graduated response towards an Education Health Care Plan and a pupil passport where appropriate

7.1 If progress is still not achievable despite school based support interventions, the student may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs and disabilities under the Children and Families' Act 2014. The appropriate forms will be used for recording and referral as necessary.

7.2 Identification of special education needs will be undertaken by all staff through the SENDCO and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment as a result of standardised tests of educational achievement administered by the class teacher together with the end of Key Stage attainment tests or equivalent. Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, students will be referred to the SENDCo for diagnostic testing to construct a profile of their strengths and weaknesses.

7.3 The progress of students with Special Educational Needs and Disability (SEND) will be reviewed through formative and summative assessments as outlined in the Code of Practice. Individual Learning Plan (ILP) reviews will be held at least twice a year plus parents' evenings. Additionally, the progress of students with a Special Educational Needs and Disability (SEND) or Education Health Care Plan will be formally reviewed, at least annually, as required by legislation (supplemented by termly meetings).

7.4 Detailed records will be kept of the students receiving extra teaching support. These will include the results of standardised and diagnostic tests, reading scores, Key Stage 2 results and maths assessments.

8. Support Pupils with a Medical Condition

8.1 Liskeard School and Community College recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010 (see Equality Policy) and Medical Needs Policy requirements held within the Health and Safety Policy.

8.2 Some children may also have special educational needs and may have an Education Health Care Plan which brings together health and social care needs as well as their special education provision and when this is the case pupils' needs are reviewed in line with the Special Educational Needs Policy as outlined above, with termly reviews, which may be supported via Individual Health Care Plans. These will be overseen by the SENDCo.

9. Resources

9.1 Governors will review SEND funding annually. Responsibility for this function will lie with the Curriculum and Learning Committee

9.2 For financial year 2016/17 funding is as follows
New categories of SEN funding this year banded into IDACI levels under the Deprivation heading

IDACI 1	£1,865	3 pupils
IDACI 2	£116,816	123 pupils
IDACI 3	£196,537	125 pupils
IDACI 4	£209,506	82 pupils
Free School Meals Ever6	£76,423	
Low Cost High Incidence SEN	£0	
High Needs Top-Up	£43,292	
ARC	£143,052	

IDACI – This is the measure used by the local authority as a means of determining levels of deprivation indices which range from 0 to 6.

9.3 Currently the school has 58 pupils (6.12%) on School Based Support and 34 pupils (3.59%) who are subject to Statements/EHC Plans.

9.4 These figures are reviewed termly via the Governors' Curriculum and Learning Committee.

10. Liaison

10.1 Parents will always be informed when an external agency becomes involved with their child.

10.2 Regular liaison is maintained with the following external agencies for students requiring school based support and students with statements of Special Educational Needs and Disability (SEND) and Education Health Care Plans:

- Psychological Service
- Social Care
- Audiology Service
- Service for the Visually Impaired

- Health Service
- Careers South West
- Community Hospital Education Service
- Children in Care Education Support Service
- Parent Partnership Service

- 10.3 LSCC has links to all the partner primary schools and the SENDCo or delegate visits any other primary school where Year 6 students in need of school based support and those subject to Education Health Care Plans may be coming from. Liskeard School and Community College also has links with St Austell College and Duchy College and liaison is maintained particularly with regard to transition.
- 10.4 Annual meetings are held between Liskeard School and Community College's SENDCo or delegate and the SENDCos from the partner primary schools. The main topic for discussion is Year 6 pupils on the SEND record of need. Several meetings may be necessary to ensure that pupils' needs are met.
- 10.5 Individual Welcome Booklets are given to all Year 6 students. A booklet on dyslexia is available for parents and carers. Information on the Learning Support Team is on the college website.

11. Arrangements for the Treatment of Complaints:

- 11.1 The procedure for the treatment of complaints is to contact the SENDCo in the first instance. The SENDCo will make enquiries on behalf of the parents and endeavour to resolve the problem. The SENDCo will contact the parents to inform them of the outcome of the enquiries and, if needed, make an appointment with the parents to discuss any issues concerning the complaint. If the SENDCo is unable to resolve the complaint, then the matter will be passed to another member of the Senior Leadership Team and, ultimately, the Head Teacher, in line with the procedure set out in the school's policy for dealing with complaints.

12. Staff Development

- 12.1 In-service training needs related to Special Educational Needs and Disability (SEND) will be identified by the Headteacher in consultation with the staff and will be incorporated into the staff development plan.

13. Working with Parents

- 13.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have Special Educational Needs and Disability (SEND) where the support and encouragement of parents is often the crucial factor in achieving success.
- 13.2 Parents will always be kept informed about the Special Educational Needs and Disability (SEND) experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communication between the parent and the school will be consistently maintained as per student needs.
- 13.3 As mentioned in '7' above, parents will be fully consulted before the involvement of support agencies with their children and will be invited to attend any formal review meetings at all stages.

14. Pupil Participation

- 14.1 The school will work to ensure that pupils are fully aware of their individual needs and their targets. Steps will be taken to involve pupils in decisions which are taken regarding their education.

15. Dissemination of Information

- 15.1 Access to information for SEND pupils is made available to staff via SIMS and the school website.

16. Evaluating Success

- 16.1 This school policy will be kept under regular review and SEND is discussed at termly Governors' meetings.

17. Glossary of Terms

SEND	Special Educational Needs or Disability
CSA	Child Support Agency
LSCC	Liskeard School and Community College
SBS	School based support
EHCP	Education Health Care Plan
SENDCo	Special Educational Needs Disability Co-ordinator
ARC	South East Cornwall Area Resource Centre
ESW	Emotional and Social Well Being



Liskeard School
and
Community College

Learning Support Department Handbook

2017-2018

Related Policies:

Behaviour for learning
Child Protection and Safeguarding
Special Educational Needs
Equality

Also: The handbook of symptoms and strategies for pupils with SEN,
Student Information Sheets (SIS)
and
The Register of Need

The aim of the Learning Support department at Liskeard School and Community College is to provide all students with the resources necessary to enable them to take full advantage of all the educational opportunities in and outside the school community, regardless of their individual needs, so far as it is reasonably practical.

The Department works in association with:

- i. The School's Assistant Heads of Year in providing individual and small group support for vulnerable students.
- ii. The South East Cornwall Area Resource Centre (ARC). The ARC is led by Jon Chinn who has a specialism in supporting pupils on the autistic spectrum who struggle to access mainstream education without specialist support.

The ARC has a separate referral procedure to the Learning Support Department and is funded differently.

The Department

The faculty is led by **Roger Quaintance: Assistant Headteacher (Inclusion)**, who has overall strategic responsibility for the Learning Support.

The Department has a core team comprised of:

Roger Quaintance – Assistant Headteacher

- Strategic leadership and management of faculty
- Designated Safeguarding Lead (DSL)
- Equality and diversity
- Disability and medical access
- Behaviour for Learning
- Team Teach lead
- Attendance
- Year 9 Options and Year 11 transitions
- SEND lesson observations
- EAL strategic lead
- Annual review lead
- Data and pupil progress

Gary Smith – Head of Alternative Provision

- Overseeing the day to day running and arrangements of the Learning Centre
- Key worker for identified students
- Support for pupils on college placements

Corinne Holroyd – SENDCo Assistant

- Teaching Assistant staffing and co-ordination
- Teaching Assistant timetables and daily deployment with Jane Warr
- Children In Care Lead Professional
- Generation of Pupil Passports as required
- SLT HOY link meetings for Year 9, 10 and 11
- Key worker (high needs) for identified students
- Performance Management of Teaching Assistants including lesson observations
- Teaching Assistant Line Manager
- Designated Safeguarding Lead (DSL) No 3
- Teaching Assistant training and induction
- Census and RON update on SIMS in association with SEND admin worker
- Educational visits co-ordination and challenge week
- Capitation

Jane Warr – SENDCo Assistant

- Transitions Year 6-7, 9-10-11- tertiary education
- Parent information events
- Teaching Assistant timetables and daily deployment with Corinne Holroyd
- Autism Champion – mainstream
- Generation of Pupil Passports as required
- SLT HOY link meetings for Year 7 and 8
- Key worker (high needs) for identified students
- Performance Management of Teaching Assistants including lesson observations
- Teaching Assistant Line Manager
- Safeguarding Lead Support
- ARC liaison

Andrea Bonser – Curriculum Support

- Support the professional work of teachers in delivering programmes of work including taking responsibility for agreed learning activities, monitoring, assessment and evaluation.
- Key Worker for identified students
- Bespoke interventions in the Curriculum Support Centre
- Exam access provision, screening and testing i.e. dyslexia, Lucid and MALT
- Lucid screening
- Teaching assistant exam provision and timetables in liaison with exams officer
- Deputising in the absence of H grade staff
- Generation of Pupil Passport as required
- Lead re student independence in liaison with TAs.
- Team Teach
- ASD Champion

Hayley Jenkins - SEMH

- Lead practitioner for Emotional Health and Well Being provision via Thrive
- Pro-active role as a key member of the Learning Support Department and Assistant Heads of Year
- The delivery, assessment and supervision of Emotional Health and Well Being programmes in order to support individuals or small groups identified via department/teacher liaison via Thrive
- Key Worker for identified students at School Based Support, particularly those on the Autism Spectrum
- Autism Champion

Alison O' Connell - Literacy

- Exam access provision in liaison with Examination Officer, SENDCo and Andrea Bonser
- Synthetic phonics
- Language and communication diagnostic screening lead
- Literacy and numeracy co-ordination including Key Skills
- Key worker for identified students
- Link teacher with the Maths faculty
- Dyslexia Champion

Silvia Racca

- The Learning Centre Lead
- EAL support
- Key worker for identified students

Carole Chapple

- SEND Administrator
- Learning mentor for identified students

Teaching Assistants:

Trish Brown (Mathematics)

Heather Cornish (Break/Lunch Club, Meet and Greet, Team Teach)

Terry Davies (Team Teach)

Amanda Gaynor (Break/Lunch Club, Meet and Greet, Team Teach)

Sally Kendall (Break/Lunch Club)

Ines Seeley

Sarah Diaper

Emma Nicholls (Team Teach)

Karen O'Lively (English)

Tanya Rees (Team Teach)

Sarah Strevens (Team Teach)

Sue Mervyn (Literacy 1 to 1 and Functional Skills)

Sue Wenmoth (Mathematics)

Sheila Wills

Teaching deployment rationale

Teaching Assistant (TA) deployment will be made using a variety of evidence bases including:

- Feedback from the pupil, parents and staff
- Educational Health Care Plans
- Transition information
- National research data
- Current TA expertise

Teaching Assistants at Liskeard School and Community College will be deployed in the following ways according to individual and group need:

- As pedagogic TAs in Maths and English and in other subjects based on individual need
- As pastoral TAs in Learning Support before school, at break, lunch and after school
- As 1 to 1 support
- For specific catch up intervention re literacy and numeracy in 1 to 1 and small group situations
- For bespoke support according to professionals' advice, ie OT reports
- As 1 to 1 and or small group support for bespoke Physical Activity
- As 1 to 1 and or small group support for specific interventions to help improve pupils' emotional health and wellbeing, ie: Friends; Circle of Friends, ELSA
- To support homework

A 5 (or 7) year approach will be adapted that starts with higher levels of support in Years 7/8 with increasing amounts of independence and resilience being encouraged throughout students' compulsory education.

Every pupil with an Education Health Care Plan (EHCP) will have a key worker who will act as the student's advocate and liaison with parents, teachers and other professionals as appropriate.

It is the school's aspiration that all pupils placed at School Based Support (SBS – coded K on SIMs) will also have a key worker.

Monitor/Review

Success of TA deployment and intervention strategy will be made in the following ways:

- Year group Senior Leadership Team links meetings with Head of Year, Assistant Head of Year and a member of the Learning Support Team
- Additional Needs Meetings with the SENDCo, SENDCo Assistants, ARC Lead, Attendance Officer
- Learning Support Department Meetings
- Learning Walks and lesson observations
- TA Appraisals

Appraisal

You will have an appraisal review with your line manager once per year where you will be able to discuss any training requirements or other issues. A mid-year review will also take place. The chart at the back of the handbook indicates line management structure.

Gifted and Talented and EAL

The responsibility for gifted and talented students is overseen by Assistant Head teacher Wendy Birkbeck. Students who have English as an additional language (EAL) is led by Heather Farrow with Roger Quaintance having the strategic lead.

INSET

Information sharing team meetings will be held within the school day which you will attend as part of your directed time. In addition, Teaching Assistant INSET will be held (you will be paid for these).

Safeguarding

Information on Safeguarding is available in the Safeguarding Child Protection Handbook for Staff, available via the school website. If you are concerned about the welfare of any student, please report your concerns to either Corrine Holroyd, Tracey Newman (AHOY) or Roger Quaintance, Designated Safeguarding Leads.

Confidentiality

If a student should make a disclosure to you, please remember that you must not guarantee confidentiality to any student, but refer the information as above while reassuring the student that the matter will be dealt with appropriately.

Key Worker Responsibilities

- Liaise between pupil, teachers, TAs and home
- Management of short term provision
- Contribute to the preparation of Pupil Passports/ILPs termly
- Preparation for Education Health Care Plan (EHCP) Reviews with reference to TA, pupil and teacher feedback
- To attend and assist review/interim review sessions (i.e. at Parents' Evenings)
- Recording and evaluation of provisions and communications on SIMS
- Monitor and support during WSTP
- To liaise with SENDCo/ SENDCo Assistants as appropriate

Training

See INSET above. There will also be opportunities throughout the year to participate in other training sessions. Please let your line manager know if you have any specific training requirements. Assistant Headteacher, Dawn Penberthy, leads whole school staff training.

Student information

Teaching Assistants will be provided with a confidential satchel containing information on students with Education Health Care Plans which you are asked to keep safe at all times. Please return this satchel to the Learning Support office along with any notes made at the end of each school day. The satchel also contains useful day to day requirements such as overlays and dictionaries.

For detailed strategies on supporting students with SEN, please see the '*Handbook of Symptoms and Strategies for students with SEN*' available from the Learning Support Office. In addition, there are a range of publications available in the department which we are happy to loan out on a weekly basis. Liskeard School employs some teaching assistants with a specialism within departments and others who support individual students. Teaching assistants work under the guidance/supervision of the classroom teacher and Learning Support Department.

Lessons

You are expected to arrive at lessons promptly so that the teacher can begin the lesson with as little interruption as possible.

Lesson 1:	8.45 am to 9.45 am
Lesson 2:	9.45 am to 10.45 am
Break:	10.45 am to 11.05 am
Lesson 3:	11.05 am to 12.05 pm
Lesson 4:	12.05pm to 1.05 pm
Lunch:	1.05 pm to 1:50 pm
Tutor Period	1:50 pm to 2:15pm
Lesson 5:	2.15 pm to 3.15 pm

Absence

If you are sick, please telephone the Learning Support office on 342344 ext 151 or email cholroyd@liskeard.cornwall.sch.uk before 7.30 am. Learning Support will then inform cover.

For any requests for personal absence, a letter to the Head Teacher with a copy to Assistant Head Teacher Roger Quaintance i/c Inclusion and SENDCo will be required explaining your reasons for the request.

Supporting Students

You will be provided with a timetable indicating the students you will be supporting in lessons. If the student you are expecting to support is absent, you will be directed to support an alternative student. Please refer to Learning Support office noticeboard for

Day-to-day tasks may include:

- assisting students who need extra support to complete tasks, individually and in groups,

- observing student performance and behaviour, reporting and recording on these observations in the Pupil Passport/ILP feedback sheets
- assisting with educational visits
- supporting the teacher in preparing students for the lesson
- helping with the resources and records
- supporting independence

Resources are available in your TA Resource bag, which you are required to collect from the Learning Support Office every morning.

Teaching assistants are not required to lead lessons but may supervise a class should its assigned teacher be temporarily unavailable.

Top tips for supporting students in the classroom:

- Refer to Pupil Passport
- Developing a good relationship with your student is important and getting to know them may take some time. If you do not know the student you will be supporting beforehand, sometimes it may be better to initially draw back and let your student come to you, rather than be too 'full on'.
- Learn to understand your student and their needs as follows:
 - They may require support with reading/writing/copying from the board
 - They may like to work independently (and may prefer you not to sit beside them)
 - They may need encouragement to focus
 - Understand class dynamics: other students they do or don't work well with
- Try to get an outline of the lesson and the teachers expectations before the lesson starts
- Ensure that the work is accessible and differentiated where appropriate for the student (you may need to break tasks down into smaller steps). If you are concerned about the appropriateness of work, speak to the teacher in the first instance or a staff member in the Learning Support office if you are still concerned.
- Encourage the student to work independently or within a small group as appropriate
- Try to avoid talking to the student when the teacher is talking to the whole class.
- Remain aware it is of most benefit to the student's learning to remain in the classroom.
- Use as much praise as possible, be patient and smile!

Tutor Periods

Additional adult support is supplied to support individuals and groups of SEND students during tutor period, to support PSICHE and Newswatch on a needs basis.

TA Passports

Teachers are supplied with Teaching Assistant Passports annually in September. These snapshots help colleagues to be aware of your strengths and past experiences. See below for this year's:

 <p>ANDREA BONSER</p>	<ul style="list-style-type: none">• Lead practitioner for Curriculum Study• I have worked at Liskeard School and Community College since 2011• I like working with individuals or small groups• I am Team Teach trained• I like Maths• I am an ASD Champion
 <p>PATRICIA BROWN</p>	<ul style="list-style-type: none">• I have worked at Liskeard School and Community College since 1997• I have worked in the Maths department since 2005• I am a specialist Maths HLTA• I can work with small groups and individuals• I am practical, but not very creative!• I have a good sense of humour and am patient – but we all have our limits!
 <p>HEATHER CORNISH</p>	<ul style="list-style-type: none">• Able to work with groups and individually• Assist with pastoral care within Games Club• Sports co-ordinator for lunchtimes• I joined Liskeard School and Community College in 2004 and I enjoy all subjects• Team Teach trained
 <p>TERRY DAVIES</p>	<ul style="list-style-type: none">• I have worked at Liskeard School and Community College since 2008• I was previously in the Royal Navy for 18 years• I like History, Media and Art• I am quite able in Maths but not in ICT• I can work in a group but prefer one to one• I like listening to music• I am Team Teach trained



**AMANDA
GAYNOR**

- I have worked at Liskeard School and Community College since 2006.
- Happy to get involved – please ask!
- Favourite subjects: History, Science and PE
- Autism Champion trainee
- Second year CAMHS degree student
- Love getting involved in lessons
- I assist with pastoral care within Games Club
- I enjoy my job
- I am Team Teach trained
- I love to learn as well



**CORINNE
HOLROYD**

- SENDCo Assistant
- Deputy lead for Children in Care
- Child Protection Officer (No 3)
- ELSA Lead



**HAYLEY
JENKINS**

- I have been a TA in primary and secondary education
- I am a trained mental health nurse
- I am interested in the holistic approach to the well-being of students as well as their achievements
- I work best with behaviour, small groups and one to one
- Keyworker for school based students
- Lead Practitioner for social/emotional wellbeing
- Thrive trained
- I am autism champion trained



**SALLY
KENDALL**

- I have been a TA at Liskeard School and Community College since 1998
- I am interested in and enjoy most areas of the curriculum.
- I prefer working one to one. I do not like speaking in front of the class
- I have six children, ten grandchildren and have been a primary school governor for 23 years. I have an affinity with young children
- I enjoy Outdoor Ed, PE, agriculture and all countryside and local studies
- I assist with Games Club
- I have experience in working with children with autism
- I run Homework Club in the ALC



**EMMA
NICHOLLS**

- I started working at Liskeard School and Community College in September 2013
- NVQ Level 2 teaching assistant/support worker in schools
- NVQ Level 1 fitness instructor
- Worked as TA at Dobwalls CP School Year 5
- I enjoy PE/games etc. as have a very sporting background
- I am Teach Teach trained
- I am not very confident in ICT
- ELSA qualified



**KAREN
O'LIVEY**

- Qualified as Higher Level Teaching Assistant
- I have worked at Liskeard School and Community College since 2006
- I have been in education for many years!
- I work in the English faculty
- I have taught BTEC at Cornwall College
- I enjoy English, Music and Maths



**SILVIA
RACCA**

- I work in the Learning Centre
- I work as a TA here but I also teach privately and I teach at Adult Education
- I am a Chemical Engineer and I teach Maths and Science
- I am also a Language teacher (Spanish)
- I enjoy sports, especially tennis
- I am Argentinian and I have lived in England since 2001
- I support students 1 to 1 in LS3
- I support EAL students in LS3



TANYA REES

- I have worked in education since 2005 and started working at Liskeard School and Community College in September 2013
- I am willing to give anything a try
- I enjoy Maths, Science, History, Geography and English
- I work well with individuals and groups
- I am very patient
- I don't like speaking in front of a class
- Autism champion trainee
- Previously in the army for 9½ years



**MICHELLE
SOUTHWOOD**

- I have worked at Liskeard School and Community College since 2007
- I am HLTA trained
- I enjoy History and Geography
- I enjoy working with both groups and individuals



**SARAH
STREVS**

- I have worked in education since 2007
- I thrive on new and exciting challenges
- Several sporting coaching instructor qualifications – including coaching junior hockey for Caradon Hockey Club and MTB level 2 instructor
- Bespoke 1 to 1 PE Programme
- Extensive sporting background
- Enjoy outdoor sporting physical activities and hands-on work
- I work well with both groups and individuals
- Have a good sense of humour
- Enjoy Design and Technology and PE
- I like Maths but am no genius!
- I enjoy being busy
- Team Teach trained
- First Aid trained
- Mini-bus trained



JANE WARR

- SENDCo Assistant
- Worked at Liskeard School and Community College since 2006
- Autism champion
- KS2 transitions co-ordinator for SEND pupils
- Attended a variety of professional development courses including social skills, autism, behaviour and attachment.
- Enjoy English, Maths and History but not so much Art based subjects
- Work well with individuals or groups
- Have fairly good ICT skills
- Like to be organised



**SUE
WENMOTH**

- I have worked in education for 27 years and been at Liskeard School and Community College since 1999
- I work in the Maths department
- I am a Maths specialist
- I have HLTA status
- I am happy to work with individuals or groups
- I am useless at Music!
- I am very practical and creative
- I am a lead during Challenge Week (golf)
- I am patient and have a good sense of humour.



**SHEILA
WILLS**

- I have been a TA at Liskeard School and Community College since 1994
- I prefer working with individuals students and enjoy the variety of lessons across the curriculum
- I especially enjoy working with the EAL students and helping them with the particular challenges they face



**SARAH
DIAPER**

- Previously a primary school TA with experience in Precision Teach
- I have been at Liskeard School and Community College since 2015
- I love learning and therefore enjoy most subjects, particularly English and Art I am better suited to individuals/small groups and currently work with a student for 1 to 1 emotional support, however am versatile.
- First Aid trained



INES SEELEY

- I have worked at Liskeard School and Community College since 2015
- I have 7 years youth work experience (and work at Livewire, Saltash in the evenings)
- I am German and have lived in the UK since 2003
- I am a Health and Wellbeing Champion
- I am LGBTQ trained
- Special Sixth Form Provision
- 1 to 1 mentoring for autistic students (life skill lessons)
- Happy to work as part of a team or on my own
- I have a good sense of humour



**ALISON
O'CONNELL**

- I have worked in education for many years, mainly as a primary teacher with classes from Year 1 to Year 6
- I was a SENCo, led a nurture group and was a leading maths teacher
- I have gained a level 7 qualification that enables me to undertake tasks to identify learning difficulties and to provide exam access arrangements



SUE MERVYN

- I have worked as a TA/Functional Skills teacher, training adults and children
- I have been a qualified teacher since 2005
- I have been in education for over 20 years and am a qualified literacy specialist
- I enjoy poetry and foreign languages

Roger Quintance

Gary Smith
Corinne Holroyd
Jane Warr
Andrea Bonser
Hayley Jenkins
Alison O'Connell
Derek Potts
Tracy Newman
Carole Chapple

Gary Smith

Silvia Racca
Sue Mervyn

Corinne Holroyd

Emma Nicholls
Heather Cornish
Terry Davies
Sheila Wills
Sarah Strevens

Jane Warr

Tanya Rees
Mandy Gaynor
Sally Kendall
Sarah Diaper

Maths (Mrs N Hubartt)

Sue Wenmoth
Trish Brown

English (Mr Chris Poole)

Karen O'Lively

Sixth Form (Mrs Gill Prichard)

Ines Seeley

The SENDCo's Key Responsibilities:

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with advising and contributing to the in-service training of fellow teachers and other staff
- Liaising with the relevant designated teacher where a looked-after pupil has SEND
- Advising on a graduated approach to providing additional SEND support
- Ensuring that the records of all children with SEND are kept up-to-date
- Liaising with parents of children with SEND
- Liaising with early years providers and secondary schools, educational psychologists, health, social care and independent or voluntary bodies who may be providing SEND support and advice to a child and their family
- Being a key point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Collaborating with curriculum co-ordinators so that the learning for all children is given equal priority
- Ensuring with the Headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENDCo is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEND in the school. SENDCos can be particularly effective when part of the leadership team.



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:

Tel: 01579 342344 ext. 127

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
<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

	<p style="text-align: center;">SENDCo Assistants: Corinne Holroyd Jane Warr</p> <div style="display: flex; justify-content: space-around;">   </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.

<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> 
<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

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"> • 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

		<p>support via the AFA programme</p> <ul style="list-style-type: none"> Partnership work with parents to complete/review a Thrive assessment with specific focus on Emotional Health and Wellbeing
--	--	---

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> 
<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 	<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

	<ul style="list-style-type: none"> • handwriting • numeracy • speech and language • keyboard skills • study skills • social skills • key skills – including Emotional Resilience and Mental Health and Wellbeing 	
--	---	--

4. Teaching and learning

<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> 
<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 	<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 	<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

<ul style="list-style-type: none"> • Where applicable lessons include a variety of activities of strategies that cover different learning styles, i.e. visual kinaesthetic and audio • 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 	<p>with tasks already set by the teacher</p> <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 	<p>Thursday</p>
--	--	-----------------

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"> • 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

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"> • 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

<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
--	---	--

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> 
<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 	<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

<ul style="list-style-type: none"> • All students have opportunities for social interaction regardless of need • 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
--	--	---

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> 
<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 	<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

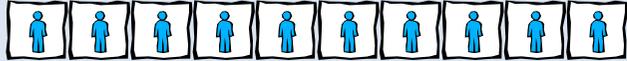
<p>teacher</p> <ul style="list-style-type: none"> All areas of the school are aimed to be uplifting, positive and support learning Teachers focus on rewarding good behaviour to promote a positive learning environment (see the school's Behaviour for Learning policy) The rewards and sanctions system is robust and displayed around the school (see the school's Behaviour for Learning policy) 	<p>disability access. These are clearly 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 	
--	---	--

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> 
<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 	<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 	<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.

<ul style="list-style-type: none"> • In year 8 preparations begin for option choices made in year 9. All students are interviewed with parents regarding choices by a member of the Senior Leadership Team • 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) 	<p>groups</p> <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
---	---	---

10. The SEND qualifications of, and SEND training attended by, our staff

<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 	

	<p>Qualified teacher, exam access qualification, Level 7 counselling</p> <ul style="list-style-type: none"> • 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 	
--	--	--

11. Services and organisations that we work with:

Service/organisation	Service/organisation	Service/Organisation
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
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	

