



**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

**JULY 2015 (up-dated February 2016)**

**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  
TA Deployment Statement

### Reader Information and Asset Registration

<b>Title</b>	Special Educational Needs and Disability (SEND) Policy
<b>Rights of Access</b>	Public
<b>Type of Formal Paper</b>	Policy
<b>Subject</b>	Special Educational Needs
<b>Document Purpose and Description</b>	Strategic overview of Special Educational Needs
<b>Author(s)/Editor(s)</b>	Roger Quaintance
<b>Ratification Date and Group</b>	Governors, June 2012
<b>Publication Date</b>	June 2011
<b>Review Date and Frequency of Review</b>	Annually
<b>Job Title of Person Responsible for Review</b>	Assistant Headteacher – Inclusion
<b>Target Audience</b>	Staff, Parents, Governors
<b>Circulation List</b>	Available to all stakeholders via website
<b>Consultation Process</b>	Annually
<b>Equality Impact Assessment</b>	Yes, March 2011
<b>References/Source</b>	LA Guidance
<b>Author Contact Details</b>	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"> <li>• TA deployment rationale</li> <li>• Code of Conduct</li> </ul>

# Contents

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

## Appendices

Learning Support Department Handbook  
SENDCo's key responsibilities  
LSCC Local Offer  
Teaching Assistant Deployment Rationale  
Code of Conduct

## 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 LSCC's Local Offer (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](http://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 2014.

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 Liskeard School and Community College Local Offer (see appendices).

## 6. Providing the graduated response

6.1 When a student 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 Local Offer.

6.2 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 2014. 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 reviewed annually, as required by legislation.

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, SATs 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 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 2015/16 funding is as follows

New categories of SEN funding this year banded into IDACI levels under the Deprivation heading

IDACI 1	£1,840	0.57% of student population	5 pupils
IDACI 3	£300,148	23.3% of student population	204 pupils
IDACI 4	£4,982	0.25% of student population	2 pupils

Free School Meals Ever6 £73,746

Low Cost High Incidence SEN £0

High Needs Top-Up £39,688

ARC £132,831

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 At the start of the academic year 2015/16 the school had 88 pupils (9.2%) on School Action, 64 pupils (6.7%) on School Action Plus and 57 pupils (6.0%) who were subject to Statements.

- 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, Duchy College and Cornwall College and liaison is maintained particularly with regard to transition issues.
- 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 (2014). 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

2015-2016

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 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
- Equality and diversity
- Disability and medical access
- Behaviour for Learning
- Team Teach lead
- Attendance
- Year 10 SLT link
- Year 9 Options and Year 11 transitions
- SEND lesson observations
- EAL strategic lead
- Annual review lead
- RAG meeting representative
- Data and pupil progress

#### **Corinne Holroyd – SENDCo Assistant**

- Teaching Assistant staffing and co-ordination
- Teaching Assistant timetables and daily deployment
- Children In Care Lead Professional
- Generation of Pupil Passports as required
- SLT HOY link meetings for years 8, 9 and 10
- Key worker (high needs) for identified students
- Performance Management of Teaching Assistants including lesson observations
- Teaching Assistant Line Manager
- Child Protection (No 3) lead
- Teaching Assistant training and induction
- Census and RON update on SIMS in association with SEND admin worker
- Educational visits co-ordination and challenge week
- EAL liaison
- Capitation

**Jane Warr – SENDCo Assistant**

- Transitions Year 6-7, 9-10-11- tertiary education
- Parent information events
- Autism Champion – mainstream
- Generation of Pupil Passports as required
- SLT HOY link meetings for Year 7 and 11
- Key worker (high needs) for identified students
- Performance Management of Teaching Assistants including lesson observations
- Teaching Assistant Line Manager
- Child Protection support (No 4)

**Andrea Bonser – Alternative Curriculum**

- Lead practitioner for Alternative Curriculum provision and Study Support
- Co-ordination of teaching assistants and timetables to include WSTB
- Pro-active role as a key member of the Learning Support Department in the support of students, teachers, the curriculum and the school via the Alternative Curriculum Provision
- 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
- Day to day deployment of Teaching Assistants in Years 9, 10 and 11
- Teaching assistant exam provision and timetables
- Entry level literacy and numeracy programmes
- Deputising in the absence of H grade staff
- Homework Club

**Hayley Jenkins - SEMHD**

- Lead practitioner for Emotional and Social Well Being provision
- Pro-active role as a key member of the Learning Support Department
- The delivery, assessment and supervision of Emotional and Social Well Being programmes in order to support individuals or small groups identified via department/teacher liaison, including Thrive and Friends.
- Key Worker for identified students
- Learning Support Homework Club
- Deputising in absence of H grade staff
- Student Voice

**Alison O' Connell - Literacy**

- Exam access provision in liaison with Examination Officer and SENDCo
- Synthetic phonics
- Dyslexia testing
- Literacy co-ordination including Key Skills
- English faculty liaison
- Key worker for identified students

## Teaching Assistants:

Trish Brown (Mathematics)	Emma Nicholls (Team Teach)
Heather Cornish (Break/Lunch Club, Meet and Greet, Team Teach)	Alison O'Connell
Terry Davies (Team Teach)	Karen O'Lively (English)
Amanda Gaynor (Break/Lunch Club, Meet and Greet, Team Teach)	Sylvia Racca (Maths: Malt, EAL and 1 to 1 support)
Sally Kendall (Break/Lunch Club)	Tanya Rees (Team Teach)
Aden Pike	Sarah Strevens (Team Teach)
Ines Seeley	Sue Mervyn (Literacy)
Lucas McKay	Sue Wenmoth (Mathematics)
Sarah Diaper	Sheila Wills
Ali Gilbert (Internal Exclusion Officer) (Team Teach)	Margaret McDowell (Technology)
	Maggie Phillips
	Trudi Hocking (Internal Exclusion Officer)

**Teaching deployment rationale** – see appendices

## Gifted and Talented and EAL

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

## INSET

Fortnightly 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 every half term after school (you will be paid for this).

## Performance Management

You will have a performance management review with your line manager once per year where you will be able to discuss any training requirements or other issues. The chart at the back of the handbook indicates line management structure.

## Safeguarding

Information on Safeguarding is available in the Safeguarding Child Protection Handbook for Staff, available under Staff Resources on Moodle. If you are concerned about the welfare of any student, please report your concerns to either Corrine Holroyd, Tracey Keeley (AHOY) or Roger Quaintance, Child Protection Officers.

## 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 Annual Reviews regarding Education Health Care Plans 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 9.45am
Lesson 2:	9.45am to 10.45am
<b>Break:</b>	10.45am to 11.05am
Lesson 3:	11.05am to 12.05pm
Lesson 4:	12.05pm to 1.05pm
<b>Lunch:</b>	1.05pm to 1:50
<b>Tutor Period</b>	1:50 to 2:15pm
Lesson 5:	2.15pm to 3.15pm

## **Absence**

If you are sick, please telephone the Learning Support office on 342344 ext 151 or email [cholroyd@liskeard.cornwall.sch.uk](mailto: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

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><b>ANDREA BONSER</b></p>	<ul style="list-style-type: none"> <li>• I have worked at Liskeard School and Community College for 4 years as a TA</li> <li>• I like working with individuals or small groups</li> <li>• I have a Level 2 British Sign Language qualification</li> <li>• I like working in Science, Maths and History</li> <li>• I am not confident in Music, Art or ICT</li> <li>• Team Teach trained</li> </ul>
 <p><b>PATRICIA BROWN</b></p>	<ul style="list-style-type: none"> <li>• I have worked at Liskeard School and Community College for 17 years!</li> <li>• Seven years in Maths department</li> <li>• Maths specialist</li> <li>• Also enjoy Science</li> <li>• Useless at Art and Music!</li> <li>• Work with small groups and individuals</li> <li>• Practical, but not very creative!</li> </ul>
 <p><b>HEATHER CORNISH</b></p>	<ul style="list-style-type: none"> <li>• Able to work with groups and individually</li> <li>• Assist with pastoral care within Games Club</li> <li>• Sports co-ordinator for lunchtimes</li> <li>• In 12th year at Liskeard School and Community College and I enjoy all subjects</li> <li>• Team Teach trained</li> </ul>
 <p><b>TERRY DAVIES</b></p>	<ul style="list-style-type: none"> <li>• I have worked at Liskeard School and Community College for six years as a TA</li> <li>• Previously in the Royal Navy for 18 years</li> <li>• I like History, Media and Art</li> <li>• Quite able in Maths but not in ICT</li> <li>• Can work in a group but prefer one to one</li> <li>• Like listening to music</li> <li>• Team Teach trained</li> </ul>
 <p><b>AMANDA GAYNOR</b></p>	<ul style="list-style-type: none"> <li>• Happy to get involved – please ask!</li> <li>• Please don't ask me to sing/dance</li> <li>• Favourite subjects: History, Science and PE</li> <li>• Love getting involved in lessons</li> <li>• I assist with pastoral care within Games Club</li> <li>• I enjoy my job</li> <li>• Team Teach trained</li> </ul>





**ALISON  
GILBERT**

- I have worked as a TA at Liskeard School and Community College for 11 years
- I work with individuals but also enjoy group work
- I forge positive relationships with the students I support
- I enjoy the variety of lessons
- I try to promote independence and empower students to reach their full potential
- Team Teach trained



**CORINNE  
HOLROYD**

- SENDCo Assistant
- Child Protection Officer (no 3)
- Worked at LSCC for 8 years (in Education for 20)







**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
- Friends' group co-ordinator keyworker
- Lead Practitioner for social/emotional wellbeing
- Attending Thrive training



**SALLY  
KENDALL**

- I have been a TA at Liskeard School and Community College for 15 years
- 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, seven grandchildren and have been a primary school governor for 23 years. I have an affinity with young children
- I enjoy Outdoor Ed, agriculture and all countryside and local studies
- I enjoy Games club

<p>LUCAS MCKAY</p>	<ul style="list-style-type: none"> <li>• I enjoy Art, Technology and English and all practical subjects</li> <li>• Level 2 Diploma in Teaching and Learning</li> <li>• Team Teach trained</li> <li>• Autism awareness</li> </ul>
 <p>EMMA NICHOLS</p>	<ul style="list-style-type: none"> <li>• NVQ Level 2 teaching assistant/support worker in schools</li> <li>• NVQ Level 1 fitness instructor</li> <li>• Worked as TA at Dobwalls CP School Year 5</li> <li>• I don't like talking/acting in large groups so don't really enjoy Drama and similar</li> <li>• I Enjoy PE/games etc. as have a very sporting background</li> </ul>
 <p>KAREN O'LIVEY</p>	<ul style="list-style-type: none"> <li>• Qualified as Higher Level Teaching Assistant</li> <li>• I have worked at Liskeard School and Community College for nine years</li> <li>• I have been in education for 28 years</li> <li>• I work in the English faculty</li> <li>• I have taught BTEC at Cornwall College</li> <li>• I enjoy English, Music and Maths</li> </ul>
 <p>MAGGIE PHILLIPS</p>	<ul style="list-style-type: none"> <li>• I have worked as a TA at Liskeard School and Community College for 18 years</li> <li>• I have been qualified as a Higher Level Teaching Assistant for 5 years</li> <li>• I have ASD training and qualifications</li> <li>• I have a patient temperament</li> </ul>
 <p>SILVIA RACCA</p>	<ul style="list-style-type: none"> <li>• I am working as a TA here but I also teach privately and I teach at Adult Education</li> <li>• I am a Chemical Engineer and I teach Maths and Science</li> <li>• I am also a Language teacher (Spanish)</li> <li>• I enjoy sports, especially tennis</li> <li>• I am Argentinian and I have lived in England for 11 years</li> <li>• I support students 1 to 1 in LS3</li> <li>• I support EAL students in LS3</li> </ul>



**TANYA  
REES**

- I 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



**SARAH  
STREVS**

- I have worked in education since 2007
- I am a keen and willing learner open to new challenges
- Several sporting coaching qualifications
- Enjoy 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 not great at it!
- Team Teach trained



**JANE  
WARR**

- SENDCo Assistant
- Worked at Liskeard School and Community College for eight years
- Worked with young people for 14 years
- Attended a variety of professional development courses including Social Skills, Autism and Behaviour
- 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**

- Worked in education for 24 years
- Worked at Liskeard School and Community College for 16 years
- Worked in Maths department for nine years
- Maths specialist
- Happy to work with individuals or groups
- Useless at Music
- Don't ask me to do Circle Time
- Very practical and creative



**SHEILA  
WILLS**

- I have been a TA at Liskeard School and Community College for 17 years
- 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

PM Structure.

**Roger Quaintance**

Corinne Holroyd  
Jane Warr  
Hayley Jenkins  
Alison O'Connell  
Silvia Racca  
Sarah Strevens  
Derek Potts

**Corinne Holroyd**

Andrea Bonser  
Emma Nicholls  
Heather Cornish  
Ali Gilbert  
Terry Davies  
Aiden Pike

**Jane Warr**

Sheila Wills  
Tanya Rees  
Mandy Gaynor  
Sally Kendall  
Sarah Diaper  
Lucas McKay

**Maths** (Mrs N Hubartt)

Sue Wenmoth  
Trish Brown

**English** (Mr Chris Poole)

Karen O'Livey  
Susan Mervyn

**Technology** (Ms Laura Hoskin)

Margeret McDowell

**Sixth form** (Mrs Gill Prichard)

Ines Seeley

**The SENDCo's Key Responsibilities:  
The Indicative Draft SEND Code of Practice**

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

### Our ‘Local Offer’ for Special Educational Needs and Disability (SEND)

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.

#### 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 (Special Educational Needs Co-ordinator) (SENDCo), Mr Roger Quaintance</p> <p>SENDCo Assistants: Corinne Holroyd and Jane Warr</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensuring that you are:               <ul style="list-style-type: none"> <li>– involved in supporting your child’s learning</li> <li>– kept informed about the support your child is receiving</li> <li>– involved in reviewing how they are doing</li> <li>– part of planning ahead for them</li> </ul> </li> <li>• 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</li> <li>• 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</li> </ul>




		<p>that there are excellent records of your child's progress and needs</p> <ul style="list-style-type: none"> <li>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</li> </ul>
	Tutors/Subject Teachers/Heads of Year	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>
	Head Teacher, Mr Alex Lingard	<p>He is responsible for:</p> <ul style="list-style-type: none"> <li>The day to day management of all aspects of the school, this includes the support for children with SEND</li> <li>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</li> <li>He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND</li> </ul>
	SEND Governor, Mrs Helen Arnold	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>Quality assurance and support of the faculty and for any children who attends the school who has SEND.</li> </ul>
How can I let the school know I am concerned about my child's progress in school?		<ul style="list-style-type: none"> <li>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 Statement in which case you should speak directly with the Learning Support Department</li> <li>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)</li> <li>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</li> <li>If you are still not happy you can speak to the school SENDCo Governor</li> </ul>






<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"> <li>● 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)</li> <li>● Another way your child may be identified is through progress meetings attended by the Head 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.</li> <li>● 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"> <li>– to listen to any concerns you may have too</li> <li>– to plan any additional support your child may receive</li> <li>– to discuss with you any referrals to outside professionals to support your child's learning</li> </ul> </li> </ul> <p>This may take the form of an Achievement For All meeting</p>
<p>How is extra support allocated to children and how do they move between the different core levels of support? (see over)</p>	<ul style="list-style-type: none"> <li>● The school budget, received from Cornwall LA, includes an element for supporting children with SEND</li> <li>● 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</li> <li>● 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"> <li>– the children getting extra support already</li> <li>– the children identified as needing extra support</li> <li>– 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</li> </ul> </li> <li>● All resources/training and support are reviewed regularly and changes made as needed</li> </ul>

# The core levels of support and provision offered by Liskeard School & Community College




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

<p>Whole school approaches The universal offer to all children and young people (YP)</p> 	<p>Additional, targeted support and provision, i.e. small group</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The views and opinions of all students are valued</li> <li>• Student Voice is represented in all aspects of school</li> <li>• Student Voice is heard through:               <ul style="list-style-type: none"> <li>– consultation</li> <li>– focus groups</li> <li>– questionnaires</li> <li>– e.g. student councils</li> <li>– feedback from lesson observations and learning walks</li> <li>– AFA meetings</li> <li>– Meetings with the Heads of Year</li> </ul> </li> <li>• Student Voice meetings take place every six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are represented in all consultation groups</li> <li>• Additional provision is developed in light of student voice</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the student</li> <li>• Students' views are an integral part of Team Around the Child (TAC) meetings, Early Support meetings, Social Care meetings and SEND reviews</li> <li>• Students are supported in person-centred planning with targets and measurable outcomes</li> <li>• Advocacy is available to ensure the above</li> <li>• All documentation is presented in a format that is accessible to the student</li> </ul>




## 2. Liskeard School & Community College Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision, i.e. small group</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers</li> <li>• The parents/carers of all students attend parent/carer evenings at least once per year</li> <li>• Students' progress and tracking reports are sent home once each term</li> <li>• The school planner encourages written dialogue between families/parents and school</li> <li>• Parents/carers know exactly who to contact if they have concerns</li> <li>• The school website enables parents/carers to understand more about what their young person is learning</li> <li>• Parents/carers are able to contact school re concerns at any time via the website or via telephone</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers are supported in attending and are actively involved in all TAC meetings, Achievement For All (AFA) and reviews</li> <li>• Parents'/carers' views are an integral part of TAC meetings and SEND reviews</li> <li>• Advocacy is available to ensure the above if required via the Family Information Service</li> <li>• All documentation is presented in a format that is accessible to individual parents/carers</li> <li>• Parents/carers are encouraged to join in with school trips</li> <li>• Parents/carers are encouraged to engage in one-to-one reading and vocabulary programmes and individualised numeracy support</li> <li>• Students with a Statement have an identified Key Worker enabling effective communication</li> <li>• Where appropriate, students identified as underachieving receive solution-focused support via the AFA programme</li> </ul>

### 3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision i.e. small group</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students</li> <li>• All students, regardless of their ability and/or additional needs, have full access to the curriculum</li> <li>• Assessment, i.e. dyslexia, literacy, numeracy, Pupil Attitudes to School and Self (PASS) tests are used to identify students who need specific interventions when required</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of students have the opportunity to access a bespoke curriculum, i.e. via work experience and alternative providers of education: Entry level qualifications, Community Hospital Education Service and Cornwall Cyber School</li> <li>• Intervention packages are bespoke and needs led and are coordinated via the Learning Support Centre with appropriately qualified members of staff</li> <li>• The progress of students taking part in intervention groups is measured before and after the support</li> <li>• The intervention packages are adapted in light of student progress and attitude to learning</li> <li>• Small group intervention includes:             <ul style="list-style-type: none"> <li>• Synthetic Phonics or equivalent</li> <li>• literacy – reading, comprehension, spelling, writing, etc</li> <li>• handwriting</li> <li>• numeracy</li> <li>• speech and language</li> <li>• keyboard skills</li> <li>• study skills</li> <li>• social skills</li> <li>• key skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate</li> <li>• 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</li> </ul>

## 4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision i.e. small group</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Teachers have the highest expectations of all students in the class and aim to inspire, foster curiosity and develop resilience</li> <li>• Lessons are carefully planned and differentiated based on individual needs and progress within the class</li> <li>• Strategies such as structured groupwork are used to enable students to work co-operatively and independently</li> <li>• 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</li> <li>• Where applicable lessons include a variety of activities of strategies that cover different learning styles, i.e. visual kinaesthetic and audio</li> <li>• Learning Objectives are displayed and discussed with students each lesson</li> <li>• Differentiated Success Criteria are shared</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision</li> <li>• Teaching assistants/class teachers work with small groups to:               <ul style="list-style-type: none"> <li>– ensure understanding</li> <li>– facilitate learning</li> <li>– foster independence</li> <li>– keep students on task</li> </ul> </li> <li>• If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher</li> <li>• Independent student learning is supported by the use of technology. For example:               <ul style="list-style-type: none"> <li>– laptops</li> <li>– netbooks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning</li> <li>• 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</li> <li>• Outreach support and advice from special schools is requested on teaching and learning as required</li> </ul>

<ul style="list-style-type: none"> <li>• Students' work is regularly marked and dedicated improvement time (DIT) given to enable them to improve</li> <li>• Target grades are visible or easily accessible</li> <li>• Literacy/numeracy is a priority for all staff: key vocabulary and key terms are displayed and discussed</li> <li>• Differentiated homework is given as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>– i-Pads</li> <li>– Dictaphones</li> <li>– pen scribes</li> <li>– reading pens</li> <li>• Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes, etc.)</li> <li>• Homework support is available after school for one hour for three evenings per week</li> </ul>	
---	--	--

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


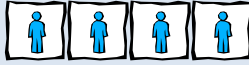

## 6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision i.e. small group</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All students have access to an Assistant Head of Year and their Tutor for support</li> <li>• Personal, Social, Citizenship and Health Education (PSCHE) lessons include all students</li> <li>• There is a named member of staff who co-ordinates provision for students with wellbeing, emotional, physical and mental health needs</li> <li>• Peer mentors/buddies are trained to support fellow students</li> <li>• Students have access to support via:             <ul style="list-style-type: none"> <li>– the school nurse (Sessions are private and confidential)</li> <li>– bereavement counselling</li> <li>– teenage information via TICTAC, a young person’s health information and advice centre situated within the school grounds</li> </ul> </li> <li>• Student issues are dealt with by trained</li> </ul>	<ul style="list-style-type: none"> <li>• 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”</li> <li>• Time limited and monitored groups address:             <ul style="list-style-type: none"> <li>– Self-esteem</li> <li>– Social skills</li> <li>– Life skills</li> <li>– Self-regulation of emotions and anger</li> </ul> <p>These are known as Friends and Circle of Friends</p> <li>• Vulnerable students have access to various sports activities at lunchtimes via “Games Club” to aid resilience and emotional wellbeing</li> <li>• Risk assessments are made for identified students</li> </li></ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse</li> <li>• Boxall profiling or similar, i.e. Pupil Attitudes to School and Self (PASS) is used to tailor provision to need</li> <li>• Additional support for students can be requested from:             <ul style="list-style-type: none"> <li>– CAMHS</li> <li>– Social Care</li> <li>– Youth Service</li> <li>– Dreadnought</li> <li>– Aspires</li> <li>– Penhaligon’s Friends</li> <li>– Music therapy</li> <li>– Kooth</li> </ul> </li> </ul>






<p>staff as they arise</p>		<ul style="list-style-type: none"> <li>– School nurse</li> <li>– White Gold</li> <li>– Pentreath mentor support</li> <li>• Individualised support is provided for students who begin to display early signs of disaffection</li> <li>• Students with specific medical conditions have individual health care plans</li> </ul>
----------------------------	--	---


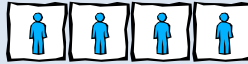

## 7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision i.e. small group</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• 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</li> <li>• All students have opportunities for social interaction regardless of need</li> <li>• All students belong to a tutor group</li> <li>• All students are invited on trips and visits</li> </ul>	<ul style="list-style-type: none"> <li>• Games Club</li> <li>• Older students are involved in “paired reading” and literacy support with younger students with SEND</li> <li>• Peer mentors/buddies are available for vulnerable children and young people</li> <li>• An autism champion ensures social interaction opportunities for students with autism</li> </ul>	<ul style="list-style-type: none"> <li>• Students are individually supported by teaching assistants to enable their attendance at after school clubs as appropriate</li> <li>• Teaching assistants use social stories with individual students</li> <li>• Older welfare and SEND ambassadors are used to support and “buddy” younger students with SEND via Games Club</li> </ul>

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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision i.e. small group 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• 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</li> <li>• Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively</li> <li>• There is a named child protection officer, “Designated Safeguarding Officer” and three deputies. Their names are clearly displayed and there is a named “Child in Care” teacher</li> <li>• All areas of the school are aimed to be uplifting, positive and support learning</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment (see the school’s Behaviour for Learning policy)</li> <li>• The rewards and sanctions system is robust and displayed around the school (see the school’s Behaviour for Learning policy)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Non-slip, non-breakable equipment is available in practical lessons</li> <li>• Adapted PE equipment is available</li> <li>• Some toilets are adapted to enable disability access</li> <li>• Adjustable chairs/tables are available</li> <li>• There are named adults who are Team Teach trained. Their names are clearly displayed</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enables disabled students to be independent</li> <li>• Classrooms/halls/corridors are made accessible for young people with sensory needs</li> <li>• PE support bespoke programmes</li> </ul>

## 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 i.e. small group</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• There are strong links with feeder primary schools. We have a designated Higher Level Teaching Assistant who identifies students who may need extra support at transition from KS2 to KS3 in association with our feeder primaries</li> <li>• Primary children visit school regularly from year 3 for specific events</li> <li>• Identified secondary staff visit and teach/support in feeder primaries</li> <li>• Taster days take place for students in years 5 and 6 and there is an induction day for year 6 students</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• “Buddy” or peer systems are in place for students who are particularly vulnerable at transition</li> <li>• Key identified students are invited to attend summer school when government funding allows</li> <li>• Students identified as possibly struggling with transition have many additional visits in small groups. A designated Higher Level Teaching Assistant is in place to support the process</li> <li>• A transition passport is put together and shared with all staff</li> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCo and a Higher Level Teaching Assistant Transitions Co-ordinator attend year 5 (if required) and year 6 annual statement reviews (and earlier if the parent requests)</li> <li>• 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</li> <li>• Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> <li>• Post-16 providers are invited to attend transition reviews</li> <li>• Students with SEND have extra visits to college in year 11</li> <li>• Visits to work experience and post-16 providers are also provided</li> </ul>

## **TEACHING ASSISTANT DEPLOYMENT RATIONALE**

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

- Feedback from the pupil, parents and staff
- EHCPSEN Statements
- 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
- 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) or student of Special Educational Needs Disability (SEND) 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

## CODE OF CONDUCT

Thank you for working on our school site. It is the responsibility of all adults to safeguard and promote the welfare of children and young people. Please help us to ensure the safety of our pupils by ensuring that all personnel working on the school site comply with the following code of conduct:

- a) Sign in and out each day in the book provided and provide relevant identification\*
- b) Read the Tier 1 leaflet – ‘Keeping Children Safe’ and also read the ‘If you are worried about a child’ poster which lists the designated Child Protection Officers within the school. Posters can be found in every faculty/department office.
- c) Work safely and take responsibility for own actions and behaviour. Avoid any contact which would lead any reasonable person to question your motivation and intentions
- d) NEVER give your personal contact details to children or young people, including your mobile phone number.
- e) Contact via social network sites is unacceptable
- f) Work and be seen to work in an open and transparent way
- g) Stay within the agreed work area and access routes
- h) Obtain permission if you need to go outside the agreed work area or access routes from the Head Teacher /school administrator
- i) Keep staff informed of where you are and what you are doing
- j) Do not use profane or inappropriate language
- k) Dress appropriately, i.e. dress in a way that:
  - Is unlikely to be viewed as offensive, revealing or sexually provocative
  - Does not distract, cause embarrassment or give rise to misunderstanding
  - Is absent of any political or contentious slogans
  - Is not considered to be discriminatory and is culturally sensitive

**REMEMBER - Your actions, however well intended could be misinterpreted.  
Be mindful of the need to avoid placing yourself in vulnerable situations**

### **\*Identification**

A suitable means of identification should be provided by all individuals who visit the school site and be agreed and produced for checking by the school in advance of any work taking place. If an individual fails to produce such ID they shall be refused entry to the site.

The means by which an individual is identified will be determined in each case to suit the location and nature of the work being undertaken. Typical methods may include ID badges with photo ID.