



## Liskeard School & Community College

### SEND INFORMATION REPORT Updated January 2021

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 CiC & PLAC policy



Link to CiC & PLAC policy



Link to Accessibility policy  
(within Health & Safety policy)



**Name of the Special Educational Needs/Disabilities Coordinator: Wendy Birkbeck**



**Contact details:**

**Tel: 01579 342344 ext. 187**

**Email: [wbirkbeck@liskeard.cornwall.sch.uk](mailto:wbirkbeck@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), Wendy Birkbeck</p>  <p>ARC Manager, Dionne Rodber</p>  <p>Learning Support Co-ordinator Jake Deakin</p>  <p>CiC Manager Corinne Holroyd</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 offer 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 Therapist, Educational Psychologist, Autism advisor.</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 that there are excellent records of your child's progress and needs.</li> <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>



Head of Alternative Provision,  
Mr Gary Smith



Learning Centre Co-ordinator  
Silvia Racca



Transition Group Teacher,  
Alison O'Connell



Transition Group Teacher  
Lauren Hayes



Emotional Health and Well-being Champion,  
Mrs Jo Kelly



Emotional Health and Well-being Support  
Worker  
Helen Green



	Tutors/Subject Teachers/Heads of Year/Assistant Heads of Year	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and working with the SENDCo to identify and plan any additional support your child may need, for example booster literacy sessions.</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 students with SEN needs are provided with quality first teaching in the classroom.</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 initially.</li> <li>• If you are not happy you can speak to your child's Head of Year.</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> <li>• If your child is on the Register of Need at school based support or has an Education Health Care Plan you can speak directly with the SENDCo in the first instance.</li> </ul>	
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> <li>• When a teacher has raised concerns about your child's progress, and targeted quality 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, 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.</li> </ul>	

	<ul style="list-style-type: none"> <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 (if applicable).</li> </ul> </li> </ul>
<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"> <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 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"> <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>– student surveys</li> <li>– focus groups</li> <li>– student council meetings</li> <li>– feedback from lesson observations and learning walks</li> <li>– Meetings with the Heads of Year and Assistant Heads of Year</li> </ul> </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> <li>• Access to Young People’s Consultation/Conferences through Head Start Kernow</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 Multi-agency 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. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers.</li> <li>• Bring Your Grown Up events in Year 7 help parents understand how to help their child at home with core subjects.</li> <li>• The parents/carers of all students attend parent/carer evenings at least once per year.</li> <li>• Students' progress checks are sent home three times a year.</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> <li>• A "Show My Homework" Internet based intervention, supports students and parents with students' additional learning.</li> <li>• Classcharts is used to inform parents/carers of positive and negative aspects of their children's behaviours.</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 a child with autism and skills needed to support successful examination arrangements.</li> <li>• Online programmes such as Lexia and MyMaths are available so that parents can help boost their child's literacy and numeracy at home using a easy to follow programmes specific for young people with SEND.</li> <li>• Take 3 parenting course and parent drop ins are publicised.</li> <li>• Trauma Informed Schools (TIS) – UK is being practised and we currently have three licensed practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers are supported in attending and are actively involved in all Multi-agency meetings and reviews.</li> <li>• Parents'/carers' views are an integral part of Multi-agency 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>• Students with an Education Health Care Plan have an identified Key Worker enabling effective communication.</li> <li>• Partnership work with parents to complete/review a Trauma Informed Schools (TIS) assessment with specific focus on Emotional Health and Wellbeing</li> </ul>

### 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"> <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. Lucid testing, RAT4 tests, dyslexia screening, and motional tools are used to identify students who need specific interventions when required.</li> <li>• PSHE – delivered by tutors as a specific lesson teaches students how to be more resilient and explores issues such as mental health and emotional health and wellbeing.</li> <li>• External agencies such as Penhaligon’s Friends, Young People Cornwall, CLEAR and Pentreath also support.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum has been adapted to meet the needs of Year 7 students who are academically significantly behind their peers. These students join one of our transition groups, where they attend both mainstream and bespoke transition group lessons.</li> <li>• A small number of students have the opportunity to access a bespoke curriculum via the Learning Centre.</li> <li>• Entry level qualifications are offered as appropriate.</li> <li>• Intervention packages are bespoke and needs led and are coordinated via the Additional Needs/ARC Faculty 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>• Small group intervention includes: <ul style="list-style-type: none"> <li>• Literacy and numeracy booster sessions</li> <li>• Anxiety groups</li> <li>• Communication skills</li> <li>• Speech and language</li> <li>• Friends groups</li> <li>• Lego therapy</li> <li>• TIS sessions</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, giving a student with a physical impairment he support they need to access GCSE Design Technology.</li> <li>• In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved including the member of the Senior Leadership Team in charge of the curriculum</li> <li>• Bespoke learning packages such as those provided by by the Community Hospital Education Service (CHES) and Transferable Skills Training (TST) are provided on an individual needs’ basis.</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</p> 	<p>Specialist, individualised support and provision</p> 
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<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. This is sometimes referred to as ‘quality first teaching.’</li> <li>• Strategies such as structured group work are used to enable students to work co-operatively and independently.</li> <li>• The whole school uses an inclusive 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 to help engagement.</li> <li>• Learning Objectives are displayed and discussed with students each lesson.</li> <li>• Differentiated Success Criteria are shared.</li> <li>• Students’ work is regularly marked and dedicated improvement time (DIT) given to enable them to improve.</li> <li>• Students are given time in tutor period to reflect on their progress after each progress check is issued.</li> <li>• Literacy and numeracy is a priority for all staff. There are ‘Words of the Week’ and key subject specific terms are discussed each lesson.</li> <li>• Differentiated homework is set as appropriate on Show My Homework.</li> <li>• Clear systems are in place to enable teachers to identify and refer pupils who may need support with their emotional resilience and mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information 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>– ipads</li> <li>– e-reader pens</li> </ul> </li> <li>• Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes, etc.)</li> <li>• Pupil Passports are used to inform teachers and teaching assistants of key teaching and learning strategies for pupils with SEND.</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> <li>• Specialist support services such as the autism team are used to advise on specific teaching and learning support needed for individuals.</li> <li>• Homework Club is available for children with SEND</li> </ul>
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## 5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• One of the four whole school values is resilience. Assemblies on this topic are frequent and students are encouraged to take risks with their learning in lessons.</li> <li>• Students are encouraged to use the 4 Bs prompt in lessons – book, brain, buddy before asking the “boss” and the six strategies for effective learning.</li> <li>• Technology is available to aid independence.</li> <li>• All students can have access to the whole school homework club.</li> <li>• All students are explicitly taught study skills and ways they can manage their emotional health and well-being as part of the PSHE programme.</li> <li>• All students take part in various collapsed curriculum days and experiences throughout the year to build resilience eg: Take Your Child to Work Day.</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:               <ul style="list-style-type: none"> <li>- specialist handwriting pens</li> <li>- overlays and timers as appropriate to need.</li> <li>- visual timetables</li> <li>– red and green cards to communicate understanding</li> <li>– exeat pass to ask for a sensory break when required.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</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 timetables are in place to support independence.</li> <li>• Pupil Passports are created alongside the young person so that they know which strategies to use to help themselves in lessons / social situations.</li> </ul>

## 6. Health, wellbeing and emotional support

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

<ul style="list-style-type: none"> <li>• All students have access to an Assistant Head of Year and their tutor for support.</li> <li>• Personal, Social, Citizenship and Health Education (PSHE) lessons include all students.</li> <li>• There is a named members 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 <ul style="list-style-type: none"> <li>➤ Self-harm</li> <li>➤ Anxiety</li> <li>➤ Eating disorders</li> <li>➤ Emotional resilience</li> <li>➤ Drugs/alcohol</li> <li>➤ Family issues/separation</li> <li>➤ Sexual good health</li> <li>➤ LGBTQ</li> <li>➤ Risk taking</li> <li>➤ Bereavement</li> <li>➤ Friendships</li> <li>➤ Healthy eating</li> </ul> </li> </ul> </li> <li>• Student issues are dealt with by trained staff as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>• A base is available for vulnerable students to take “time out” and find support at social times. 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> <li>– Risk taking behaviour</li> <li>– Conflict resolution</li> <li>– Self-harm</li> <li>– LGBTQ support</li> </ul> </li> <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>• Staff access specific training to develop proactive and responsive group sessions in line with need.</li> <li>• The school has access to a Therapy Dog who visits once a week.</li> <li>• Selected students have time in the school sensory room built into their timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-agency meetings, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</li> <li>• TIS programmes are run by trained practitioners in school.</li> <li>• The success of support programmes are measured through Motional and Pupil Attitudes to School and Self (PASS).</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> <li>– School nurse</li> <li>– White Gold</li> <li>– Early help</li> <li>– Pentreath mentor support</li> <li>– Headstart Kernow</li> <li>– Autistic Spectrum Team</li> </ul> </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 which are co-ordinated via the school first aider.</li> <li>• Key identified students spend regular time with a Therapy Dog.</li> </ul>
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## 7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<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> <li>• Communal seating and covered areas have been provided to encourage social interaction across the school.</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>• Autism champions ensure social interaction opportunities for students with autism.</li> <li>• Students in Key Stage 4 have additional support in the form of ‘chill and chat’ in order to help reduce exam related stress.</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 (resource permitting).</li> <li>• Teaching assistants use social stories with individual students to help them understand social situations.</li> <li>• A specific intervention is run for students with autism to help them with their social skills.</li> <li>• Students who particularly struggle with their autism are allocated an autism champion.</li> <li>• Older students with SEND are used to support and “buddy” younger students with SEND via Games Club.</li> <li>• Homework Club with specific support for pupils with SEND.</li> </ul>

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

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<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 minimal and dealt with effectively.</li> <li>• There is a named child protection officer, “Designated Safeguarding Officer” (DSL) and five deputies (DDSLs) . Their names are clearly displayed and there is a named “Child in Care” teacher and CiC Manager.</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> <li>• All students have access to the school library.</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 easy access. These are clearly identified and are at various locations around the school site.</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> <li>• A safe space is available for specific 1:1 interventions.</li> </ul>
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## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• There are strong links with feeder primary schools. We have a designated member of the Senior Leadership Team who identifies students who may</li> </ul>	<ul style="list-style-type: none"> <li>• Key identified students are invited to attend Summer School (a two-week programme). This is led by a member of the Senior Leadership Team.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCo and/or SEND staff attend year 5 (if required) and year 6 annual statement reviews (and earlier if the parent requests).</li> </ul>

<p>need extra support at transition from KS2 to KS3 in association with our feeder primaries.</p> <ul style="list-style-type: none"> <li>• Primary children visit school regularly from Year 4 for specific events such as sports events and subject specific masterclasses.</li> <li>• Identified secondary staff visit and teach/support in feeder primaries.</li> <li>• There are three Induction Days for Year 6 students.</li> <li>• There is a robust careers programme which prepares students for key transitions in Year 9, 11 and 13.</li> <li>• In Year 9 all students are interviewed with parents regarding choices by a member of the Senior Leadership Team as part of the options process.</li> <li>• All Year 11 students have an interview with the school's Careers Advisor at least once to help them prepare for their post 16 transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Mentors (selected year 9 students) are used to help students make a successful transition from Year 6 to 7.</li> <li>• Students identified as possibly struggling with transition attend a Be a Reporter Day in Year 6 and have multiple visits in the Spring and Summer term of Year 6.</li> <li>• A transition passport is put together and shared with all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The ARC has a separate admissions policy which is overseen by the County SEN Service.</li> <li>• Keyworkers are allocated to individual students who spend 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> <li>• All Year 11 students with an EHCP receive careers advice from Careers South West.</li> </ul>
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## 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"> <li>• Wendy Birkbeck – Assistant Headteacher and SENDCo in training</li> <li>• Roger Quaintance – SENDCo Diploma</li> <li>• Gary Smith – SENDCo Diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Corinne Holroyd – CiC Manager TIS practitioner, Attachment training, Emotional Literacy Support Assistant.</li> </ul>	<ul style="list-style-type: none"> <li>• Corinne Holroyd – CiC Manager TIS practitioner, Attachment training, Emotional Literacy Support Assistant.</li> </ul>

	<ul style="list-style-type: none"> <li>• Dionne Rodber - Specialist in child and adolescent mental health, therapeutic play practitioner, trainee play therapist, CBT trained, Level 4 counselling, attachment training, mental health first aider, ASIST qualified.</li> <li>• Jo Kelly - Emotional Health and Well Being Champion, Mental Health First Aider, Bereavement Champion, Autism Champion, ADSL, Team Teach, CBT, Therapeutic Art, Drawing and Talking.</li> <li>• Alison O'Connell - Qualified teacher, exam access qualification, Level 7 counselling Lauren Hayes – Qualified teacher, Read, Write, Ink trained.</li> <li>• Silvia Racca Attachment training, Team Teach</li> <li>• Amanda Page – Drawing and Talking specialist</li> <li>• Mandy Gaynor – Autism Champion</li> </ul> <p>Assistant Heads of Year</p> <ul style="list-style-type: none"> <li>• Kaye Chapman TIS practitioner, Bereavement trained.</li> <li>• Ruth Cozens Alcohol/drugs training</li> </ul>	<ul style="list-style-type: none"> <li>• Dionne Rodber - Specialist in child and adolescent mental health, therapeutic play practitioner, trainee play therapist, CBT trained, Level 4 counselling, attachment training, mental health first aider, ASIST qualified.</li> <li>• Jo Kelly - Emotional Health and Well Being Champion, Mental Health First Aider, Bereavement Champion, Autism Champion, ADSL, Team Teach, CBT, Therapeutic Art, Drawing and Talking.</li> <li>• Alison O'Connell - Qualified teacher, exam access qualification, Level 7 counselling Lauren Hayes – Qualified teacher, Read, Write, Ink trained.</li> <li>• Silvia Racca Attachment training, Team Teach</li> <li>• Amanda Page – Drawing and Talking specialist</li> <li>• Mandy Gaynor – Autism Champion</li> </ul>
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11. Services and organisations that we work with:

Service/organisation	Service/organisation	Service/Organisation
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Psychological Service	Wave Multi Academy Trust (Wave MAT)	CICESS (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	Cognition and Learning Service	CLEAR
Autism Specialists	Early Help Team	Intercom Trust
Visually Impaired Service	White Gold Cornwall	Community Hospital Education Service
CAMHS	School Nurse Service	Hugs