



Looe Community Academy
Our SEN Information report
October 2023

Looe Community Academy believe in providing every child with the opportunity to experience a world class education both academically, physically, emotionally, and socially. We believe by diligently identifying the barriers to learning, providing a personalised support plan that considers the whole child and providing the necessary support for children to achieve, develop and to be the best they can be.

We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to help us to create positive students who show good mental health and resilience, enabling them to fully engage in life and learning. Research suggests that there is huge impact of Childhood Adversity on the long term mental and physical health of young people.

It is evident that if a child has access to protective factors such as:

- When a child’s teacher, youth leaders or other adults outside the family are there to support a child
- When a child has felt bad, a child can almost always find someone who they can trust to talk to
- There are people in a child’s life that they can count on
- SOMEONE IN MY CHILDHOOD BELIEVED IN ME

All can help interrupt the progression from early adversity to mental ill-health and early death. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart, then learning can truly happen.

Link to other documents (if available)
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Link to our school’s Equality Objectives
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Link to our school’s Accessibility Plan/Policy

Name of the Special Educational Needs/Disabilities Coordinator:
Contact details: Mrs K Jackman




The levels of support and provision offered by our school

1. Listening to and responding to children and young people (*i.e arrangements for consulting pupils with SEN and involving them in their education*)

<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> 
<p>The views and opinions of all students are valued and student voice is represented in all aspects of academy. Student voice is heard through:</p> <ul style="list-style-type: none"> - Consultation - Questionnaires - Student council - PSHCE – Self-reflection each half term on mind-set to learning and goal setting linked to character and Skills Builder - RE and World views and tutor conversations - PASS Assessment twice a year - Daily briefing topics from teachers across year groups 	<ul style="list-style-type: none"> - Discussion through key worker - TIS/ELSA support - Graduated approach through Assess, Plan, Do, review cycle - Key worker in specialist role such as HOYS tutors, mentors, Autism Champion, Pupil Premium Advocate, TIS practitioner, Pastoral Carers and Learning Support Assistants working with students within year groups and key stages - Bubby system is used for selecting students to support one another with Pastoral support. - Young Carers group supportive discussions – although limited due to recent changes with Young Carers – Assistant Sendco checks in to support. - Breakfast Club for targeted groups of students to ensure they are met and 	<ul style="list-style-type: none"> - Working with external services within our Integrated Health Centre as part of collaborative practice to ensure students are listened through counselling, therapy, targeted work through Early Help Hub referrals who work with individuals and families. - All about Me forms completed by Key workers for students – student’s discussion how they feel in school and with life in general, staff then recognise how students feel and what these students need as part of assessing need and responding through personalised strategies. - Individualised planning for students occurs as part of the graduated approach through an Assess, Plan, Do, Review cycle. Students set themselves goals based on




<ul style="list-style-type: none"> - Transition interviews and support in gathering students views before, during and after transition points occur. - All about Me data part of transition - Revision Day - Health and Well Being Day - Drop down days based on pastoral needs or themes identified through safeguarding such as diversity and cultures 	<p style="text-align: center;">greeted each day</p> <ul style="list-style-type: none"> - Mentoring support is set up by Assistant Headteacher who work with teachers to run mentoring programmes with select students in different Key Stages. Mentoring set up within key 4 stage 4 with tutors to use keep learners on track as they approach examination period to improve learner engagement. 	<p style="text-align: center;">key areas for development.</p> <ul style="list-style-type: none"> - 1-1 Support through TIS, Headstart, Dreadnaught, School Nurse, Family Support, Targeted Youth Worker, CAHMS, Intercom Trust, ZYUP, Kernow Connect, Headstart, Penhalligons, Banardoes,,Counselling, YPC, SKIP and CSW is sought when needed to help listen to the young person - Personalised passports are created for some students and interests are collected and noted on the RON to teachers about how they like to learn and how teaching staff can help them learn. - The Engagement Curriculum is followed for some students with EHCP and Tiny Steps from EHCP objectives are encouraged across the curriculum. - Students have Celebration books where they can capture their best efforts and pieces of work. Feedback on this work is based on Dr Carole Dweck's Effective Effort Rubric
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2. Partnership with parents and carers (to include arrangements for consulting parents of pupils with SEN and involving them in their child's education)

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> - All parents are contacted and met with face to face or remotely as part of the transition process for year 6 - Parents must sign a school / home parental contract to ensure that they have read and understand Academy standards and expectations and where they can access support if they have any queries. - The parents/carers of all students attend parent/carer evenings /remote parents evening and access calls from tutors and subject teachers when required. - Students' tracking reports are sent home once each term. - Communication to all parents/carers occurs through email, newsletters, Facebook, Twitter and a texting system. - Support for parents with home learning is available using Knowledge Organisers (Need to Know) and the Show My Homework System - During closure (Pandemic) Computerised 	<ul style="list-style-type: none"> - Transition small group sessions occur for families and groups of students from out of catchment to support a smooth transition where student voice is captured before tutor groupings are finalised. - Families are invited to attend information sessions re supporting their young person at home e.g., parenting skills, literacy and numeracy skills, independent homework and skills needed to support successful examination series. - Families are invited with an open-door policy to access the IHC and SENCo support when required. - Weekly calls, remote meetings and afterschool catch ups occur with students who require home/school communication on more of a regular basis. - Tutors, HOYS, Assistant Headteacher, Pastoral Carers and Key workers liaise with families based on the monitoring in place by teachers to discuss any needs or provision that might be needed to be put in place 	<ul style="list-style-type: none"> - Students who need additional transition points are invited with their families on many tours of the school and additional input from the child's Key Worker. - SEN support and EHCP students each have a Learning Support Assistants and sometimes LSAs will communicate with parents/carers about progress and social contexts. - Parents/carers are supported in attending and are actively involved in all school/TAC meetings and SEND reviews. Iceberg analysis is part of the APDR cycle. - Parents'/carers' views are an integral part of school/TAC meetings and SEN reviews and referrals are consented by parents/children of correct age - Advocacy is available to ensure the above if required via the Family Information Service - 'Pre-meets' are available to ensure the above All documentation is presented in a format that is accessible to individual parents and any referrals parents/carers are unable to fill out are completed by the SENCO or a Key Worker to the child.

<p>adapted learning for students has been offered to help parent/carers in supporting their child in core subjects at Key Stage 3. GCSE Pod and National Oak Academy, Complete Maths, Power Up, Pobble and Tassomai (interleaved learning) also assists all students with evidence-based intervention that helps children with core progress. This is easy to follow from home for families.</p> <ul style="list-style-type: none"> - All parents have been given information and ICT where needed to support remote learning when it is in place and have full access to their child's subject teacher through the Satchel One platform and via email, telephone system and website. • The Key to Success evening in Oct is a talk to parents to share the keys to a successful relationship with school and the importance of reading, limiting social media and supporting transition and teens in a challenging world. If parents haven't been able to attend, presentation and video links have been sent home with an explanation of content. • QR code parental newsletter shared with all KS3. 	<ul style="list-style-type: none"> - Parents/carers are updated about targeted intervention for social skills and small group intervention progress that is in addition to annual school reporting procedures. - Parents have been informed of any GOV SEND guidance on remote learning at home and our Facebook Page where SEMH resources and other areas of support can be found to help with developmental milestones through secondary years. - SENDCO has a Padlet for support for parents to access as and when correspondence occurs through email. It contains the County Offer, local agencies for support and need to know access for all classification of need. Updates are regular on the Padlet and support signposting parents for all four classifications of need and referral routes. 	<ul style="list-style-type: none"> - Our HLTA provides intervention and provision for core subjects for students with additional needs - Parents/carers of children on the Academy's RON are informed if they are moved on to or off of the Record of Need and the Assess, Plan, Do, Review process included parental/carer input through email, telephone conversation, remote meeting or face to face meeting in the Integrated Health Centre. - Tutors contact parents and the HOYs and SEN team when they have concerns about a child's progress, a referral is then made to the SEND team and the teacher, parent and child meets to discuss next steps and the Assess, Plan, Do, Review graduated approach to removing any barriers. - ASC Parental drop in is arranged annually and this year we look to have an afternoon for sharing student Celebration books - Children with low attendance are offered the change to access the Curriculum Support rooms to phase back into lessons or to access remote learning in partnership with mainstream education. Tutors play a big part in improving attendance with Assistant Headteacher for each KS. Sometimes EWO support and support through EHH is sought.
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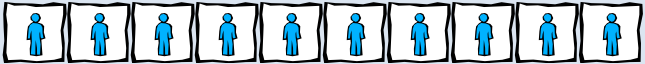


3. The curriculum (**to include reference to the school's broad and balanced curriculum and details of how adaptations are made to the curriculum and learning environment for pupils with SEN**)

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> - The curriculum is designed to ensure the inclusion of all students, adjustments to learning are made to ensure students can meet planned outcomes. - All students, regardless of their ability and/or additional needs, have full access to the curriculum during their time in Key Stage 3 - Assessments (including Teacher assessment, observations and Lucid Rapid and PASS testing/Cognitive Ability tests) used to identify students who need specific interventions by qualified staff - Reading and spelling ages are used to identify students who need specific interventions by qualified staff. - The learning curriculum supports cognitive science development in the classroom and through homework - The curriculum exploits spaced practice and interleaving across subjects and year groups encompassing the knowledge, skill, and conceptual understanding base suitable for all students before they leave school and prepare for post16 experiences - Spiralling curriculum design allows key concepts to be revisited from year 7 – year 11 and teachers pick up key misconceptions to allow for progress to be made. - A new teaching and learning policy encapsulate 	<ul style="list-style-type: none"> - A small number of students in Key Stage 3 and 4 can access a bespoke personalised curriculum that involves core intervention support with SAVVY, previously Covid IEP as suggested by Headteacher with partnership working with CAHMs and reduced timetables if medical needs are a barrier. This must go through the Headteacher and be reported to County which then gets reviewed within six weeks. - Intervention packages are bespoke, and needs led. The progress of students taking part in intervention groups is measured on a regular basis and attendance, behaviour and achievement reviewed. - The intervention packages are adapted considering student progress and this is regularly reviewed <p>Small group intervention includes:</p> <ul style="list-style-type: none"> - Literacy – reading, comprehension, spelling, writing etc. - handwriting - numeracy - study skills - social skills - memory/processing skills 	<ul style="list-style-type: none"> - Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities - Students with special needs and/or disabilities can access the curriculum with adult support as appropriate and some through the Engagement Curriculum - In exceptional circumstances students can be have a reduced timetable or personalised timetable which offer bespoke alternatives that are put in place based on needs assessments, student voice and parental input and external SEN services input. This must be agreed by all involved in the team around the child and the adaptations must increase the opportunities beyond school life and not limit life chances. - Dual registration, transitional skills learning, Poles Apart or remote 1-1 tutoring for core subjects and work experience placements are all alternative solutions that have shown to meet the interests of individual students needing alternative curriculum arrangements. - Destination data has been successful which results in well planned curriculum provision for students who really need additional special educational need support at Key Stage 3. Careers Action plan supports all students and prioritises children with SEND and NEET. - A few parents/carers are offered videos to share with their child in relation to mindset

<p>evidence-based practice that has been designed by staff this year pulling in from many outstanding and good schools. Due to new staff being employed it has been a great focus to get our teaching and learning to better life chances of students we have the privilege to teach and guide.</p>	<ul style="list-style-type: none"> - Social Emotional & Mental Health intervention is also be-spoke but can be provided for groups of students as well as 1:1 - Yoga sessions and mindfulness through PE at KS4 - External provision is provided by IHC signposting. - Assessment of need is rigorous before curriculum intervention is decided 	<p>and learning skills, the videos are a crucial part of reduced time timetable process or alternative provision curriculum offer.</p>
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4. Teaching and learning (*Give details of the school's approach to the teaching and learning of children and young people with SEN*)

<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"> - Teachers have the highest expectations of all students in the class and aim to inspire, foster curiosity, and develop resilience through growth mind set work during PSHCE and across learning opportunities. - Lessons are carefully planned to include scaffolding, flexible grouping, and clear stages to learning knowledge, skills, and concepts in short, medium- and longer-term planning. - Modelling, scaffolding, success criteria, regular progress checks, and lead learners' model what good looks like. AfL is integral to teaching delivery and learning retention and reflection. - Cognitive science is embedding into normal ways of teaching and learning, and student wellbeing and relationships are paramount to building success in all learning environments. - Students' work is feedback through, live marking and verbal feedback with targets for improvement and their target grades being visible or easily accessible for student, parent and teachers. - Students are given dedicated improvement and reflection time in all curriculum areas. - Literacy/numeracy is a priority for all staff: key vocabulary , especially tier 2/ 3 and key terms can be reflected upon and used in lessons by all, found within Need to Knows documents (currently being updated in line 	<ul style="list-style-type: none"> - Class teachers and Learning Support assistants share information on learners and how they best learn. This occurs most mornings and when needed. - LSAs complete training in relation to pedagogy and reflection tasks on the job to evaluate LSA and student interaction – this is a government advised book which not many schools are using – it has been tremendously informative, and it has improved LSA /teacher partnership working with students of all diverse needs. - Lesson are planned by teachers to ensure that students with SEND have targeted support and provision. A SEND Handbook is shared at the start of the year with all staff and staff can access support for strategies through this and those suggested on the RON. Teachers do ask for help from the SENDCO to observe classes where they need guidance to improve practice, and this is welcomed by the SENDCO and shows open relationships and the want to be the best teaches we can be - LSAs/Teachers meet to discuss their classes and how best to formulate the best professional relationship and practice to ensure students' needs are met in the classroom. LSA/Teacher contracts exist based on discussions at 	<ul style="list-style-type: none"> - Personalised and scaffolded work is provided enabling independent learning to occurs in Key Stage 4 and Key Stage 3 Curriculum Support areas. Previously this provision was set up as a bubble in Pandemic circumstances. - The SENCO, Hoys Assistant Headteacher of a Key Stage, Pastoral Carers during the Pandemic contributed to a student 'Iceberg analysis of a students' to review behaviour, attendance, achievement, and progress and evaluate interventions in place for key priority students who could potentially underperform or students with SEN who are showing reduced progress. Currently this is being reintroduced through training with LSAs for EHCPs students. Parents/ carers and students can be part of this process in helping to gather evidence about the effectiveness of personalised timetables and interventions in place to go for EHCPs. - The SENCO leads the Integrated Health centre that homes external service support for children in our area. Outreach with specialist SEN teachers and SEMH support is crucial to the Academy to provide pre-emptive support for those students who have barriers to learning because of SEMH needs. - communication for EHCP and SEN support (K) students occur when needed for county advisors to help to discuss and develop

<p>with curriculum design) and knowledge organisers for KS 4.</p> <ul style="list-style-type: none"> - Alternative ways of recording are used where appropriate to suit the learning outcomes across subjects . - Seating plans are put in place and data analysed in relation to achievement, behaviour and house points, this enables teachers to cross reference with other teachers to help them set up classrooms that are conducive to learning. - Partnership working learning is encouraged through lead learner responsibilities and support strategies assist with individual student progress. - Metacognition, Memory for Learning, Literacy for Life and Love your Learning teaching initiatives through a five-year CPD programme helps to continue to embed the best evidence-based practice. This is cyclic - The literacy action plan plays a big part in making the SEND and teaching and learning initiatives work so well. - DEAR (Drop Everything and Read) time is given twice a week during tutor time and this is where tutors model great reading and engage learners with the love of reading. Strategies used to help with reading is THIEVES – due to new staff on board training is being revisited about this as it has been positively impactful on the love for reading and improving reading ages to meet chronological ages previously. Review of strategy to take place in light of Gov Reading report July 2023 	<p>the start of a half term and again reviewed throughout the year.</p> <ul style="list-style-type: none"> - Contracts are based on EEF guidance and developed to meet the needs of our context and to remind staff about improving practice where it is needed - All children with SEND are on the Record of Need which highlights their specific needs and advised, and teacher researched agreed strategies <p>Learning Support Assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task - Teachers and TAs work to the EEF code of practice and apply the self-scaffolded guidance using the advisories and inverted triangle approach to promote independence and not dependence - If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher. - Independent student learning is supported using technology and support in lessons, for example: - Laptops/ some with special-coloured 	<p>strategies for individual students.</p> <ul style="list-style-type: none"> - The SENCo works closely with the EP and focuses on students who may need an EHCP or alternative referral. – sadly, County offers have been recently reduced due to numbers of EHCPs being submitted. The EP assists teachers in developing the best strategies in their practice to remove barriers to learning for the harder to reach students. Emotion coaching has been targeted at relevant teachers and LSAs to help them assist in co-regulation with students with more complex needs. - Individual plans are discussed for students transitioning from Primary to the Academy. Involvement with year 6 teachers and our excellent relationships with our feeder primary colleagues have helped the SENCO co-construct valuable data and pre meets for students and them to be key workers. - Links with outreach learning through Pole Apart/SAVVY are used to improve learning curriculums for some students who are awaiting referrals to ARBs and CHES, through the advice and guidance of County SEND advisors.
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<ul style="list-style-type: none"> - Students that are not on the RON but have lower reading ages are closely monitored on a Z list, this is reviewed each term after reports. 	<p>letters</p> <ul style="list-style-type: none"> - Stop watches (as timers) - Computer assisted technology. - Some learners have time out cards for sensory breaks and 'What Next' boards to help them with the 'agenda' for the lesson. - Visual timetables are also given to students who need this. - Students who need to be monitored in case of specialist input are reviewed along with students needing specialist input every half term by the SENCO and Assistant SENCO. - Some students have exam access arrangements at KS4 ready for their exams, normal ways of working is monitored from year 7 through to year 11 and evidence sought for any students potentially needing EHCPs 	
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5. Self-help skills and independence

<ul style="list-style-type: none"> - Whole school approaches - The universal offer to all children and YP 	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<ul style="list-style-type: none"> - Roll call happens randomly to ensure students are equipped to learn, Assistant Heads as tutors to check students for uniform, equipment – house points are given to reinforce good organisational skills - All students will be able to access a regular homework club (after school and at lunch time) – this led by a qualified English teacher and a HLTA. - Students in Key Stage 3 can access Need to Know – learning maps in advance of lessons (Currently not in use as under reviewed due to curriculum develop – more often used at KS4) when complete these are accessible to parents on our website. - Technology is available to aid independence and students without this are prioritised with support - Online planner “Satchel One” allows students to access support material for homework tasks, which they tick off and submit work electronically and interact with teachers who give feedback to them to improve or to motivate learning even more. - Metacognition is weaved into lesson and is part of the Tutor Learning Curriculum through PSHCE and in reflection lessons every term. Metacognition is also very much part of learning now after whole school training led by our expert teacher trained at a Research School and one with outstanding results over time. Excellence is modelled. - Do now tasks help with memory of previous lessons and build neuronal connections about learning to ensure it is embedded through interleaved and space practice strategies. - Flipped learning and pre- learning is occurring in some subjects where students are demonstrating to be independent at home in front of their families and this is being celebrated in school. 	<ul style="list-style-type: none"> - Where Learning support assistants are in the classroom, they facilitate independence using the self-scaffolded approach and EEF guidance and evidence informed practice - Prompting and modelling is used to support students who need repeated instructions and Lead Learners are put in place for peers to support each other before asking the teacher or TA. - Seating plans are arranged for SEN students to be easily accessible to the teachers. Classroom roles and responsibilities to be shared equally amongst students to instil independence - Students have personalised equipment to help them to learn, such as overlays, coloured exercise books and post-it notes - Students can use white boards and create tick lists and use what next boards provided by the teaching assistants - Groups of learners have been added to literacy and numeracy interventions that they must complete at home as part of home learning. - Students have access to: 	<ul style="list-style-type: none"> - Teaching assistants working one-to-one with students use the self-scaffolded approach from the EEF - Additional support is shared to build resilience in the young person, so that they have self-coping strategies and a Growth Mind set. - LSAs and teachers are encouraged to praise the process of learning just as much as the outcomes. - SMART targets via EHCPs shared to ensure clear focus and direction through Tiny Steps / Engagement approach. - “Meet and Greet” support allows students to voice any concerns about the day ahead to ensure they are ready to learn (Breakfast Club and Curriculum Support Room Check ins) This is in place to support students with low attendance that need a phased way into school through the Curriculum Support area. - Key Stage 4 one-to-one academic mentoring provides an opportunity for students to plan and discuss any barriers to learn closer to mock exam and examination periods.

<ul style="list-style-type: none"> - All students are encouraged to read at home three times a week through English homework and optional revision tasks are encouraged using: - Kaboodle; My Maths; Corbet Maths; The Day; Times Table Rock stars; GCSEPod; Seneca: Pearson’s Languages platform; Film Club; BBC bitesize. - Teachers are exploring use the nine questions of metacognition in the classroom sometimes before learning, during learning and during reflection after learning 	<ul style="list-style-type: none"> - visual timetables/ pre-learning opportunities - learning passports - prompt cards/ Flashcards - traffic light system - time -out cards - Need to Know (currently under review) <p>Display support and additional support through teacher modelling and demonstration.</p> <ul style="list-style-type: none"> - Students are taught that learning is messy and making mistakes is part of learning. - Skills Builder is interweaved into PSHCE reflection on learning mid yearly. 	<ul style="list-style-type: none"> - In Key Stage Curriculum Support rooms, some students have either a visual timetable checklist that they tick off or a checklist of learning that they complete, this helps some students take ownership of their learning and feel good about getting learning complete. - Liaising with parents on a weekly or daily basis is crucial for building strong relationships with students who have co-morbid needs or more complex needs. - An alternative praise system is set up to offer students additional house points towards Amazon vouchers in Key Stage 3 to gain time for personal project work and similar. Linked to Celebration books - The Effective Effort Rubric is designed to help students reflect on how independent they are as learners and how they are progressing with these independent learner skills and characteristics.
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6. Health, wellbeing and emotional support (include details of the support provided for improving emotional mental and social development of pupils with SEN ,this should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying)

<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"> - PSHCE SOW are based on new government guidelines on mental health and wellbeing. - All students had a return to school transition lesson and time with their tutors to build relationships. Tutors always teach PSHCE lessons and students know they are their first port of call for help should they need signposting to higher level support. - All staff accessed the Return to Schools training led by TIS Pookey Knightsmith after the pandemic. Staff recognise that to build relationships whilst teaching in a new normal is a priority – New Relationship and Behaviour policy in place linked to TIS approach and restorative practice. - All students gain access to pastoral support through tutors, pastoral carers and Assistant Heads of Key Stages, Mental Health First Aiders and the Assistant SENDCO and SENDCO who all have TIS experiences - All students have completed PASS assessments in September and again in July last year. We revisit this in January and again in June. The 	<ul style="list-style-type: none"> - PSHCE enrichment days are supported by external agencies who provide expert knowledge and guidance on all aspects of health and well-being - Risk assessments are carried out for specific students where needed - Due to the pandemic students have been needing to engage with additional support through sports therapy, Young Carers meetings, Intercom trust meetings and Social group work across year groups.. - Some student passports are created at the students request of some learners to help them build better relationships with their teachers and make better progress - RESET allows for teachers and student sto have a restorative conversation before a student goes back into lessons to ensure learning occurs and students have a fresh start for low level disruption 	<ul style="list-style-type: none"> - “The IHC” has provided signposted support for students to over 40 external agencies. Within four weeks of the Autumn term over sixty students have been able to access external service, 40 of these being pupil premium. - TACs (school held TACS), Early Support meetings and reviews are supported by a range of agencies including the School Nurse - Additional support for students can be requested from: <ul style="list-style-type: none"> - CAMHS (we now have a CAP attending the IHC every other Friday to support students that we have referred) - Social Care - Youth Centres - Dreadnought - Brook - CLEAR

<p>SENCo shares findings with SLT who share this information with middle leaders to support the School Development Plan as a working document. This is triangulated with a student and parent questionnaire in October.</p> <ul style="list-style-type: none"> - The SENCO or Assistant Headteachers coordinates provision for students with wellbeing, emotional, physical, and mental health needs. - The SENDCO leads the Academy's Integrated Health Centre, and the Senior Pastoral Carer assesses students as to whether early intervention is required with external services to supports SEMH needs. The SENCo works closely with the Assistant SENDCO/Pupil Premium Advocate, Pastoral Carers, and the safeguarding team. - Student issues are dealt with by trained staff, as they arise, and pre-emptive drop ins are conducted to find positives in students who struggle with self-esteem and behaviour. - Peer Mentors/Lead Learners support fellow students in lessons who are frightened to ask out loud for help and to use positive peer pressure to support them make better choices and reduce low level disruption. - Students have access to the school nurse if required and C-Card is set up for older students and this is shared once a year through PSHCE. Sessions are private and confidential 	<ul style="list-style-type: none"> - Use of reflection room is run by staff that are TIS trained - The Headteacehr Deputy Headteacher/SENCO/ IHC and Assistant Headteachers look to put bespoke wellbeing provision in place for students in need - Homework club is available for vulnerable students to find support and guidance - Breakfast club is provided for targeted students to ensure they are ready to learn - Key Workers are available to all students who are recognised as in needing SEN support and EHCP if they need this. 	<ul style="list-style-type: none"> - Penhaligon's Friends - Behaviour Mentor - Dramatherapy/ play therapy and music therapy - School Nursing Service/ Kernow Connect - Individualised support is provided for students who begin to display early signs of disaffection in Key Stage 3 through TIS/ Head start interventions (currently Headstart not offering) YPC is more of a place we use. - Students with specific medical conditions have individual health care plans - CHES referrals - Poles Apart referrals - CIC are supported by Designated Teacher, who meets regularly with them and completes PEP with targets that involve HOD and pastoral team - We have first aid mental health trained staff and bereavement trained staff that support certain students throughout the day / week and over time with family's input.
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<ul style="list-style-type: none"> - Students have access to Early Help Hub specialist support for them and their families if needed. Sessions are private and confidential - Risk assessments made for activities as appropriate and students as appropriate, especially those who are at risk to self. - Wellbeing day each Summer term - Students wellbeing board in partnership with IHC and Headstart - TIS training for staff and shared with students 		<ul style="list-style-type: none"> - There is also strength I CPD offered for staff to support more complex needs across the SMART trust that occurs at INSET and at Smart INSET.
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7. Social Interaction opportunities (give details of how the school enables pupils with SEN to engage in the activities of the school(including physical activities) together with pupils who do not have SEN)

<p>Whole school approaches The universal offer to all children and YP</p> 	<ul style="list-style-type: none"> - Additional, targeted support and provision 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> - All students have opportunities for social interaction, regardless of need – Please see our Spiral of Inquiry where tutors remain the first protective factor for each child. - All students belong to a form/tutor group and house. PSHCE SOW and Tutor time engages social interaction opportunities through debates 	<ul style="list-style-type: none"> - Buddies/lead learners are in place for vulnerable children and young people - Autism Champion ensures social interaction opportunities for students with autism - Key workers and tutors encourage targeted students to attend extra-curricular activities - School production and performing arts 	<ul style="list-style-type: none"> - Students individually supported by tutors to enable their attendance at after school clubs when restrictions from Covid reduce. - Learning mentors and LSAs use social stories with individual students - Gweres Kernow support for students who need additional support and unaware of personal space needs ect

<ul style="list-style-type: none"> - Student Council and SMART Student Council allows students to share views, concerns and take a solution focussed approach to bring about positive change - All students are invited on trips and visits if risk assessments allow - All students take part in a weeklong work experience placement at Key Stage 4 - All students take part in an annual challenge week programme at Key Stage 3 - Social skills and interaction modelled by teachers and staff in front of younger children - Leaders of learning have read the book 'When the Adults Change, Everything Changes' - Skills builder is being planned and. Incorporated into key curriculum areas – this is currently in action plan and being rolled out slowly to ensure it is embedded. - Career intervention – see Careers Policy and booklet linked to personal development and character 	<p>activities</p> <ul style="list-style-type: none"> - Extra-curricular through school sport and PE is really encouraged for students on RON every lunch time, especially those who have SEMH barriers to learning - Breakfast club available for all students to attend to attend on SEND if staff feel it is appropriate - Homework club - 005 for students who can be seen as vulnerable - IHC provision for relationship education 	<ul style="list-style-type: none"> - Bespoke support with key workers or external services within the IHC to assist with social pressures affecting well-being and life choices - EHCP target and objectives and provision in place for social needs and progress - Education Psychologist observation and family input meeting to support EHCP or best practice - ASC team input and drop in session and training for staff and parents
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8. The physical environment (accessibility, safety and positive learning environment- *possible references to include ,accessibility audit, reasonable adjustments, staff training eg for Moving and Handling)*

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> - All areas of the academy are accessible to everyone including those students with SEND – currently year groups in Key stage 3 are in tutor bubbles and are remaining in mostly one room. Most students have adapted excellently. - All departments have wheelchair accessible classes and clear directions to all fire exits and toilets - Students feel safe and, in an environment, where bullying is minimal and dealt with effectively - There is a named child protection officer, Designated Safeguard Lead Mr Yalden - Designated Child in Care teacher, Kate Jackman 	<ul style="list-style-type: none"> - The library offers a quiet and supervised area for those who are unable to cope in unstructured times which is led and run by students - Non-slip, non-breakable equipment available in practical lessons - Adapted PE equipment available - Disabled toilets and showers are available - Adjustable chairs/tables available - There are named adults who are ‘team-teach’ trained <p>Supplementary tutoring is offered to children in</p>	<ul style="list-style-type: none"> - Specialist equipment in practical lessons enables disabled students to be independent - Specific equipment to support physical needs in partnership with OH and Physical and sensory team at County - Classrooms/halls/corridors passes are made accessible for young people with sensory needs - Early to lesson pass for students who struggle with sensory overload - Specialist lifts or ramps are used between different levels of the Academy

<ul style="list-style-type: none"> - All areas of the academy are uplifting, positive and support learning and regularly reviewed by our students and the SMART student council - Teachers focus on rewarding good behaviour to promote a positive learning environment - The rewards and sanctions system used by staff to praise and teach students about action and consequences. - The internal exclusion room is currently under review and a more restorative, reflective approach is taking shape, staff training to occur in term1/2 linked to the Return to School TIS training and the fundamentals about relationships in schools to create the best culture. 	<p>care and additional catch-up chats occur each half term and more if required to ensure they feel a sense of belonging.</p>	<ul style="list-style-type: none"> - Specialist input from OH and specific training to departments to help them adjust provision for inclusivity within specific subjects such as PE and Science for example. - Evac chair in place with trained staff on hand - Students with medical needs have IEPs with parent/carer input - Communication string between SEND team and students with physical needs. <p>Asc audits / ear plugs / fiddle toys</p>
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9. Transition from year to year and setting to setting **(to include arrangements for supporting children and young people moving between classes , phases of education and in preparing for adulthood)**

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<ul style="list-style-type: none"> - The SENCO/ Deputy Headteacher and Assistant Headteacher for Key Stage 3 and TIS practioner visit schools early to get the transition package in place. This has recently been done through a mix of face to face support and remote, live presentations to year 5/6 classes and to some families at home. - Transition materials is available on our website in the Transition area under the parent/carer tab. - Students are identified early if extra support is needed at transition points from Key Stage 2 to Key Stage 3 and from year 9 into GCSE courses and post sixteen situations with the help of our Careers Advisor and CSW. - Primary children visit the academy regularly for specific events (Currently plans are restricted) - Secondary staff visit and teach/support in feeder primaries - Taster days for students in years 5 and 6, induction days for year 6 students some of which are remotely conducted - PE and Dance primary input support primary to secondary transition - Year 7 residential / experience day with tutors 	<ul style="list-style-type: none"> - ‘Buddy’ or peer systems/ lead learners are in place for students who are particularly vulnerable at transition - Students identified as possibly struggling with transition have many additional visits in small groups - Pre transition days bespoke to group or individual needs - SEND visits to student in local feeder primary schools - PE social skills opportunities available for more vulnerable students working with TIS/Head Start - Students visit primary schools to discuss learning ahead of transition and hand out Need to Know a whole term in advance with Year 6 students - Careers Southwest work with all students with additional needs to ensure that an appropriate post-16 placement is identified, and it reflects the student’s interest’s abilities and needs - SENDCO and Assistant SENDO conduct observations in the Spring and Summer term to meet students 	<ul style="list-style-type: none"> - The SENCO attends year 5 and year 6 annual statement reviews (and earlier if the parent requests) - The student has a key worker who (if possible) spends time with them in primary school before supporting them in secondary school - Students have a structured and gradual transition package from setting to setting. This ensures that they are remarkably familiar with routines, key members of staff, running of the school day, environment, etc. - A transition passport is put together in many cases - Post 16 providers are invited to attend transition reviews - Transition days in Post 16 providers happened in Spring/Summer term for Key Stage 4 - Students with SEND have extra visits to college in Year 11 and has support with travelling to college and how to work out bus timetables ect.. - Hand overs occur with next provision. - Mid admissions – SENDCO works with the admissions team to gather information about students and quickly screens and assesses needs and put provision in place where needed – student voice is collected and shared with Assistant Headteachers who lead on settling in period with tutors.

<p>helps to gel tutor groups and encourage students to feel a sense of belonging</p> <ul style="list-style-type: none"> - In year 9 preparations begin for option choices ready for Year 10. All students have an opportunity to discuss with tutors, parents/carers, and staff regarding choices - Year 11 students are supported with the Sixth Form/Further Education application and interview process with our Careers Advisor - All year 6 students are invited to a weeklong Summer School to promote social cohesion built in the How to Be Awesome project. <p>Guidance from the EEF has been sought and from County guidance about ensuring transitions are excellent for all.</p>	<p>to check strategies Primary schools are using before children transition to us – this helps us to plan the enhanced transition days to incorporate interests from the children coming up to us.</p>	
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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> 
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The Deputy Headteacher is the SENCo at the Academy and has recently completed the Post Graduate SEND AWARD and portfolio.

The SENCO has led safeguarding teams and whole school CPD and teaching and learning and has previously completed and Leading from the Middle and NPQSL.

The SENCO has attended Dr Knock's Attachment Awareness Course and has completed the SLT TIS training for whole school engagement, this comes in handy as the SENCo is also the Designated Teacher for Children in Care and runs Peps at the Academy.

The SENCo has experience in delivering 'Coaching' throughout the Academy and leading the 'Coaching to Outstanding' teacher program, staff have also been involved in contributing to a self-improving ethos through their own research that aids the development of the Record of Need and key universal strategies used in the classroom.

Recently training in Lucid rapid, CAT4 and Pass assessment has also been undergone.

All staff have had training in:
 Growth Mind set – Use of Effective Effort Rubric in PSHCE
 Metacognition – Plan – Do – review (parallel cycle)

- All of our teaching staff undergo a rigorous programme of continued professional development and training which encompasses training on supporting children with special educational needs, training is based on evidence-based practice and EEF recommendations.
- Assistant teachers in particular hold a range of qualifications, including specialist training on how best to support young people with a range of conditions across the spectrum of need
- We employ one Higher Level Teaching Assistants who are specialists in their individual curriculum areas and an Assistant SENDCO for literacy and SEN.
- INSET and Teacher Meetings have focus on SEND requirements and external providers from County have led ASD training
- Dyslexia Champion and ASD Champion continues to share best practice and training with TA staff in particular
- Regular sharing of best practice happens on a Monday for TAs and CPD programmes have been evidently improving the universal offer along with teacher research projects that are closing gaps with underperformance in the classroom
- Six week 'Maximising TAs in the Classroom' was led by the SENCo for core cohort of staff and TAs who worked with the inverted triangle and key strategies from EFF resources, this was then distributed to all staff through INSET day

- Precision teaching
- Autism training
- Engagement Model
- Research on EEF best intervention
- Curriculum training based on not having 'a school within a school' and the importance of inclusion
- The SENCO is completing the NPQH
- Literacy master class (attended by English team and disseminated to teaching staff and LSA
- Qualified English teacher leading literacy interventions with more complex need students
- Metacognition training (whole staff)
- Power Up training
- TA apprenticeships x2 – one received distinction ** One still underway
- HLTA training – underway
- Maximising the impact of TAs in the classroom
- SEND teacher

<p>Literacy for Life – Literacy plan that has been successful in lowering Cognition and Learning needs over the last five years</p> <p>Memory for Learning (Cognitive Sciences – Interleaving, spaced practice elaboration, dual coding, and retrieval practices)</p> <p>Love your Learning – Importance of relationships and learning environments.</p> <p>Staff have also had to keep up to date with government guidance and have access a lot of online learning in relation to schools reopening and statutory requirements and required reading.</p> <p>EEF SEND in the Mainstream school</p> <p>EEF Maximising TAs in the Classroom</p> <p>Please ask to see our Joint Development Plan booklets for all CPD journeys from 2016 until now.</p> <p>A CPD Menu is on hand for all staff which includes CPD that needs to be consolidated every year, specific for students with comorbid and more complex needs and Induction for new staff and SEN support.</p> <p>We also have a book that we are currently reading about the LSA role and engage in reflection about how best to implement strategies to remove learned helplessness and facilitate independence and confidence in the process of learning.</p>	<ul style="list-style-type: none"> • LSAs complete ‘Learning EEF book and reflections • There are coaching partnerships amongst teachers and TAs, coaching using the GROW method enables staff to discuss barriers to learn for students underperforming. Coaching and posed enquiry questions around underperformance helps staff to find evidence-based solutions through research to improve students’ progress which are then shared with all staff <p>TAs and teachers can work together during assembly time and the MAT enables SENCo and SEND network meetings to occur</p> <ul style="list-style-type: none"> - LSAs have access to Creative Education and are completing assigned courses - Emotion coaching was completed by LSAs and targeted staff - Three Las have degrees and we utilise their interests to improve productivity 	
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Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

1 How do people in school know if a pupil needs extra help?

- When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise their observations with their Head of Faculty and the SENDCo. Contact with parents/carers will be made through the Assistant Headteacher for Key Stage or SEND team to invite parents/carers in to discuss any learning barriers identified
- Concerns about your child's learning may be identified through progress data, Pastoral meetings and teacher Learner Discussions that occur. If your child is not making sufficient progress, students' progress meetings will occur to engage your child's voice about their learning experiences, and these will be shared with parents/carers and your child's teachers
- Tutors will also have conversations through PSHCE lessons to ensure your child can recognise where they are with their learning across subjects, what they need to improve and how and which learning strategies they need skilling up in to enable them to help themselves and develop the right mind set for challenges in learning to come. These discussions are shared with the SEND team and adapted teaching strategies are then distributed to all staff with the aims to change teaching and learning provision to increase progress and attainment for your child. If your child is recognised as having barriers to learning, parents/carers are informed through a letter that explains what level of need they require and are offered to attend a meeting to discuss next steps
- The SENDCo arranges parents/carers and child meetings with underperforming students in order of priority. Priority order is decided through SLT and SENDCo looking across a range of data analysis that involves analysis of attendance, behaviour, learning habits, teacher perceptions, parental and student concerns and formative and summative assessment outcomes
- Strategies are reviewed on a half termly basis and teachers and parents/carers are informed of any changes to the RON through an email to parents/carers. There is an invite through the letters for parents/carers to come into school to discuss the changes shared and for parents to agree if further assessment is required and consented to
- There are termly opportunities for parents/carers to meet with the SEND team to have discussions about a child's progress, where adaptations can be made through the SEND teams' considerations of parents/carers and students views. Priority parents and carers often have appointments booked in advance during these progress events
- If your child is identified as not making progress the SENDCo/Assistant SENDCo will want to discuss with you in more detail:
 - Your child's view about their current experiences, progress made and overall, well being
 - School data such as progress, attainment, attendance, and behaviour data and how this may affect learning in the classroom
 - Observation findings regarding learning and SEMH engagement in the classroom
 - Your child's relationships with teachers and peers

- any concerns you may have as a parent/carer
- a collective way forward to plan additional and adaptive support your child may need to receive
- any referrals to outside professionals to support your child's learning
- an action plan going forwards and adaptation to the RON

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

- If you have concerns about your child's progress you should speak to your child's tutor or Year of your child's Assistant Headteacher for the appropriate Key Stage initially, unless your child already has an identified SEND need, in which case, you should speak directly with the SENDCo
- Parents'/Carers' SEND drop-ins and appointments are available throughout the week with the SENCo/ Assistant SENCo in the IHC building. To book an additional appointment to be scheduled during a different time, or a remote meeting please contact Mrs Natalie Mitchell: nmitchell@looeca.net
- If you are still not happy that the concerns are being managed and that your child is still not making progress, you should make an appointment to speak to the Head Teacher Mr Scott Yalden
- If you are still not happy you can speak to the Academy SENCo Governor Eunice O'Connell

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

Tutors/Subject Teachers/Assistant Headteachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, e.g. additional support from a TA or the teacher in class) and letting the SENDCo know as necessary
- Ensuring that all staff working with your child in the Academy are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources in association with the SENDCo
- Ensuring that the Academy's SEND Policy and Literacy/Numeracy Policy are followed in their classroom and for all the students they teach with any SEND

The Headteacher Mr S Yalden is responsible for:

- The day-to-day management of all aspects of the Academy, this includes the support for children with SEND
- He will give responsibility to the SENDCo and class/subject teachers but is still ultimately responsible for ensuring that your child's needs are met
- He must make sure that the Governing Body is kept up to date about any issues in the Academy relating to SEND and support policy making
- Ultimately responsible for SEND outcomes, attendance, and progress

The SEN Governor is responsible for:

Making sure that the necessary support is made for any child who attends the Academy who has SEND

The SENCO is responsible for:

- Endeavouring to co-ordinating all the support for children with special educational needs and disabilities (SEND) and developing the Academy's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in the Academy
- Ensuring that you are:
 - involved in supporting your child's learning.
 - Offered time to talk about the support your child is receiving.

- involved in reviewing how they are doing. After reports
- part of planning ahead for them when you feel it is needed
- Liaising with all the other people who may be coming into the Academy to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the Academy's SEND register (a system for ensuring all the SEND needs of students in this Academy are known to staff) and making sure that there are excellent records of your child's progress and needs
- To provide specialist support for teachers and support staff in the Academy so they can help your child (and other students with SEND in the Academy)

4. How is extra support allocated to children and how do they move between the different core levels of support?

- The Academy budget, received from Cornwall Local Authority, includes an element for supporting children with SEND
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the Academy Governors based on needs in the Academy
- The Head Teacher and SENDCo discuss all the information they have about SEND in the Academy including:
 - the children getting extra support already
 - the children identified as needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - Resources/training and support are evaluated, and impact of interventions carefully monitored to ensure the provision is built on evidence-based practice, cognitive learning strategies and solutions carefully mapped out through SLT, LOL, teacher, student and SENCo discussions
 - TA deployment is reviewed each half term in relation to progress made and impact of TAs in the classroom
 - TAs meet weekly to review interventions and student engagement, this is shared with the SEND leader who then makes adaptations and will speak to key staff to ensure provision is adapted to suit a child's needs
 - Graduated interventions are discussed for all students on the RON and those who are on alert
 - All resources/training and support are reviewed regularly, and changes made as needed
 - 005 and 204 Curriculum Support currently work closely with the Integrated Health Centre to review students they are working with together to ensure cross over is accurate and interventions are not overloaded to ensure maximum efficiency
 - Discussions about key students happen every two to three weeks depending on key data available. Discussions are attended by the SENDCo, Assistant SENCo, Assistant Headteacher and Senior Pastoral Lead who focuses on developing SEMH. The Assistant SENCo is the ASD and Dyslexia Champion, and regular observations and student interviews are put in place to ensure learning experiences are meeting needs in the perception of the student and teacher across various subjects. It is worth noting that there has been a rise in ADHD referral of late, it is important to recognise that socially students have been impacted affected by the pandemic in varying ways; social skills is an area we are working to improve through curriculum opportunities.

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

- Book an appointment if you need one, otherwise you will be contacted throughout the year with updates from reports, SEND team communication and parents/carers evenings. There is also resources on our Facebook page and website under the Integrated Health Centre and SEND and Transition pages.

- Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrenservicedirectory.org.uk>
- <http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2>
www.cornwallsendiass.org.uk

Should parents/carers be unhappy with any aspect of their child's care at Looe Community Academy, they should discuss their concerns with the school. If this does not resolve the problem or allay concern, the problem should be brought to the attention of a member of the leadership team who will, where necessary, bring concerns to the attention of the Headteacher. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the school's complaints policy which can be found here:

6. How do you evaluate the effectiveness of provision for pupils with SEN?

Monitoring progress is an integral part of teaching and leadership within Looe Community Academy. There is regular assessment within lessons and progress data is gathered half- termly. This is analysed by both faculties and school leaders. The SENDCo also reviews the progress of all students with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the teacher, student and parents/carers and discuss what the issues are and what action could be taken. This support will follow the 'assess, plan, do, review' model and the impact of the intervention measured. This cycle is summarised below.

Conduct drop ins based on evaluation of adaptive teaching



Parents/Carers and their child, Teaching and Support Staff will be directly involved in monitoring progress. The parents/Carers of all students will be invited to attend Parents'/Carers' evenings and will also receive copies of their child's annual and interim reports. In addition, all students with an EHC plan will have an Annual Review and additional interim meetings with the SENCo and Assistant SENCo throughout the year. In addition, Looe Community Academy operates an open-door policy and parents/carers are encouraged to make contact if they are concerned about their child's progress.

A SEND drop-in session is also available to parents/carers every Monday from 14:15pm – 16:30pm for immediate concerns, please book through reception or with nmitchell@looeca.net

Interventions across Wave 1 – 3 are regularly reviewed, are part of coaching discussions in teacher meetings, department meetings, TA meetings, Impact meetings and at SLT level.

The universal offer: Teachers constantly review strategies and interventions in the classroom through pedagogical research, they plan enquiry questions focusing on underperformance in the classroom and deliver high quality evidence-based teaching and learning strategies learnt from cognitive sciences to improve

retention and retrieval. Pre learning opportunities through homework and Learning to Learn through the Learning Curriculum in PSHCE encourages learners to get ahead with key vocabulary and metacognitive practices followed up in the classroom. With the use of Need to Knows and Knowledge organisers (currently under review due to curriculum design amendments linked to concepts), we have taken a universal approach to support all, but specifically support ASC students so that they feel prepared for what learning is to come.

Additional targeted support and provision: There is huge amounts of support for individual students, some students need something in addition and different from that of the universal offer. Students are at the heart of these decisions and engagement with additional and different interventions are encouraged by the SEND team for students in partnership with tutor, subject staff, and parents. We place our values in inclusivity. We utilise strength in the classroom through differentiated resources and the use of Lead Learners to support progress in the classroom too. We believe that all students can be teachers and that all teachers are learners, so whatever intervention is offered there is always a discussion to enable our learners to articulate how intervention is helping them to help others. We offer additional core support in the way of intervention based on different identification of need. We have a wide variety of support but carefully chose the right package for individuals and are mindful in the process not to overload intervention or damage core learning elsewhere. Interventions are now being assessed to find average impact on progress and this gives the SEND team a knowledge base about key intervention that can work for certain individuals and groups of students. Working with the Student Support Advocate in the Integrated Health Centre offers a different perspective around SEMH support and provides us with 40+ external agencies for additional support.

Specialist, Individual support and provision: With all waves of intervention, we have a very student centric approach. We use appropriate outside agencies to ensure that what we are identifying is accurate and justifiable to maximise our efficiency and resources with individuals. We map out a child's education experience from primary school and work closely with parents/carers to ensure we are breaking the right barriers down so that their child can access the learning and access a curriculum that is personalised to them and their interests. We are always mindful of transition points and work closely with the PSHCE curriculum to ensure we are skilling up the right characteristics our students with SEND need to cope with life outside of school and in the community. We spend time planning for this phase, we have personalised passports for individual students, and we adapt resources daily to suit need. We constantly review provision and adapt to new ways constantly problem solving for potential pitfalls ahead for learners. 005 our learning support area is fully resourced with Need to Knows, revision resources, online adaptive learning resources and interventions led by trained TAs that prove to make impact on learning. The ethos of 005 is all inclusive and bases ethos on growth mind-set and the belief that everyone can improve their learning power from all different starting points. The 005 team works with cognitive science revision methods to try and tackle processing issues and social skills groups has been effective in develop peer healthy relationships.

PSHCE delivery is carefully mapped out and students are given support with extra help in relation to SEND PSHCE guidelines in lessons and within 005 for separate or additional lessons if required.

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

The Key to Success Power Point and Webinar was sent to all KS3 parent/carers
Please access our transition pages

7. What support is there for my child's overall wellbeing?

Our website is under review now; please see the IHC area of the website for more information or our Facebook page for previous post especially around the pandemic.

Have you seen our school Padlet for our children, parents/carers? It offers more info about SEND and mental health support in our school and around Cornwall.

Click on the link to find out more: <https://padlet.com/kjackman5/ym3uvj2ivim1v8kc>