

Looe Community Academy

SEND INFORMATION REPORT

November 2027

Review Date: December 2028

Whole School Approach to Teaching and Learning

At Looe Community Academy (LCA), our aim is for every student to *"Be the Best They Can Be."* Our strategic planning places this vision at the heart of everything we do, ensuring that all students, including those with SEND, receive the most inclusive and high-quality educational experience possible, designed to improve life chances and **to ensure every child, no matter their starting point or background, can strengthen or even transform their lives.**

Our **Teaching and Learning Policy** aligns with the Education Endowment Foundation (EEF) guidance, including the *"5-a-Day for High-Quality Teaching of SEND Students,"* and is informed by ongoing CPD. We adopt a curious and reflective approach to student needs, drawing on research of self-actualisation and personal growth such as Maslow's Hierarchy of Needs to ensure learners are supported holistically.

At Looe Community Academy, we believe that **"Every Teacher and Leader is a Teacher and Leader of SEND."**

High-Quality Teaching and Learning

- All teachers are accountable for the learning and progress of every child in their class, including students with SEND.
- We provide an **inclusive, scaffolded, and personalised approach** that enables all learners to engage fully with every aspect of school life.

Inclusive Provision

- Our Universal, Targeted, and Personalised provision ensures that every student receives a world-class education. This includes:
    - A carefully planned, broad, and balanced curriculum delivered by expert teachers in their subject areas.
    - A distraction-free, highly focused classroom environment.
    - Daily provision that meets the needs of students with SEND as part of mainstream teaching.

Our Ambition for SEND Students

- To achieve outcomes that are appropriate, realistic, and aspirational.
- To *"Be the Best They Can Be"* or exceed the progress of their peers.
- To reach their chronological reading age by the end of Key Stage 3.
- To develop excellent routines, habits of resilience, and social responsibility.

Inclusion at the Heart of Looe Community Academy

- Environments are calm, predictable, and supportive for everyone.
- Barriers to learning are identified early, with timely interventions implemented to ensure success.
- We hold a firm belief that there is no ceiling on achievement, regardless of SEND, circumstances, or background.

Contact details

Special Educational Needs Coordinator (SENCO)	Hayley Gardner – SENCO hgardner@looeca.net Kate Jackman – Deputy Head Teacher - Teaching and Learning (SENCO award) kjackman@looeca.net
Staff member with overall responsibility for students with Medical Needs	Jackie Martin jmartin@looeca.net
SEN Governor	Miss Eunice O'Connell eoconnell@looeca.net
Where is the Local Authority's Local Offer	Cornwall Local offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0-25 years. There is a link below https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-local-offer/
Cornwall's Graduated Approach to Inclusion website	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/graduated-response-to-send/
Contact details for support services for parents of students with Special Educational Needs.	Cornwall's Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with

	special educational needs and children and young people with SEND from 0-25. https://cornwallsendiass.org.uk/

At Looe Community Academy, inclusion is not an add-on, it is central to our ethos. Every child is entitled to an exceptional education, and we are committed to providing the support, guidance, and high expectations that allow them to thrive, **strengthen their potential, and even transform their lives.**

Our Graduated Response for Learners

At Looe Community Academy, we are committed to providing a **graduated, personalised approach** to meet the needs of all learners. Our approach ensures the continual development of our **universal offer** while identifying and supporting students who require additional assistance to reach their full potential.

A student's educational journey unfolds over many terms and years. It begins with the teacher carefully planning and adapting learning experiences in the classroom. If a student does not make sufficient progress through universal provision, more targeted support will be introduced. Should progress remain limited, specialist provision will then be implemented.

The National Curriculum states, all students including those with special educational needs and disabilities (SEND) must receive a broad, balanced, and relevant curriculum. Teachers continually learn about each student and develop their own practice through coaching and professional development, becoming increasingly skilled at adapting learning to meet diverse needs.

We expect teachers to hold the belief that every student can succeed and, therefore, maintain the highest expectations for all learners. Furthermore, teachers are encouraged to take a proactive approach, using the graduated response to identify issues early and remove potential barriers to learning. This process involves ongoing planning, assessment, and monitoring of each student's progress.

Inclusion in the Classroom

Inclusion happens in the classroom through teachers delivering carefully planned and well-structured lessons within consistent routines. Intentional seating arrangements are used to support and accelerate student progress. Lessons are thoughtfully sequenced to enable learning to move into students' long-term memory, supported by regular retrieval practice.

Teacher instruction includes clear explanations of concepts and explicit modelling of how to apply new learning. Independent work is scaffolded appropriately, with

additional support provided when required. Key vocabulary is pre-taught to ensure all students can access the content.

Classrooms provide frequent opportunities for talk and oracy, helping students to articulate their thinking and deepen understanding. Teachers conduct regular check-ins to assess understanding and use questioning strategies that build confidence and success.

Students identified as having additional needs may also be allocated a key worker to provide tailored support and ensure their individual needs are met.

Identifying Children with SEND and Assessing Their Needs

At Looe Community Academy, we prioritise early identification and support to ensure all students can access a broad and balanced curriculum. Our approach is collaborative, data-informed, and student-centred.

Early Identification

- Entry assessments include Lucid Rapid/Exact, MIDYIS, NGRT (reading & spelling), sensory audits, ND profiling, and SEMH profiles.
- Transition support from feeder primary schools includes Year 6 EHCP reviews, class observations, and enhanced workshops.
- Teachers monitor progress in lessons, mid-term, and end-of-cycle assessments. Students not making expected progress are referred to the SEND team for further diagnostic screening.

Attendance and Behaviour

- Attendance is checked daily; low attendance may indicate barriers to learning.
- Behaviour data is monitored by the Pastoral Team to identify students whose behaviour affects learning.

Academic Progress

- Report data highlights patterns indicating difficulties. Subject teachers, Heads of Department, and the SEND team collaborate to provide targeted support.

Student Voice

- Students share challenges in learning or social-emotional wellbeing. Staff listen, understand their needs, and make recommendations via student passports.

Parent/Carer Partnership

- Parents and carers are partners in support, raising concerns through meetings or SEND café appointments. Teachers provide additional information as needed.

External Agencies

- We work with the NHS, CAMHS, Educational Psychologists, Autism in Schools Team, and other services. Recommendations and diagnoses inform student support.

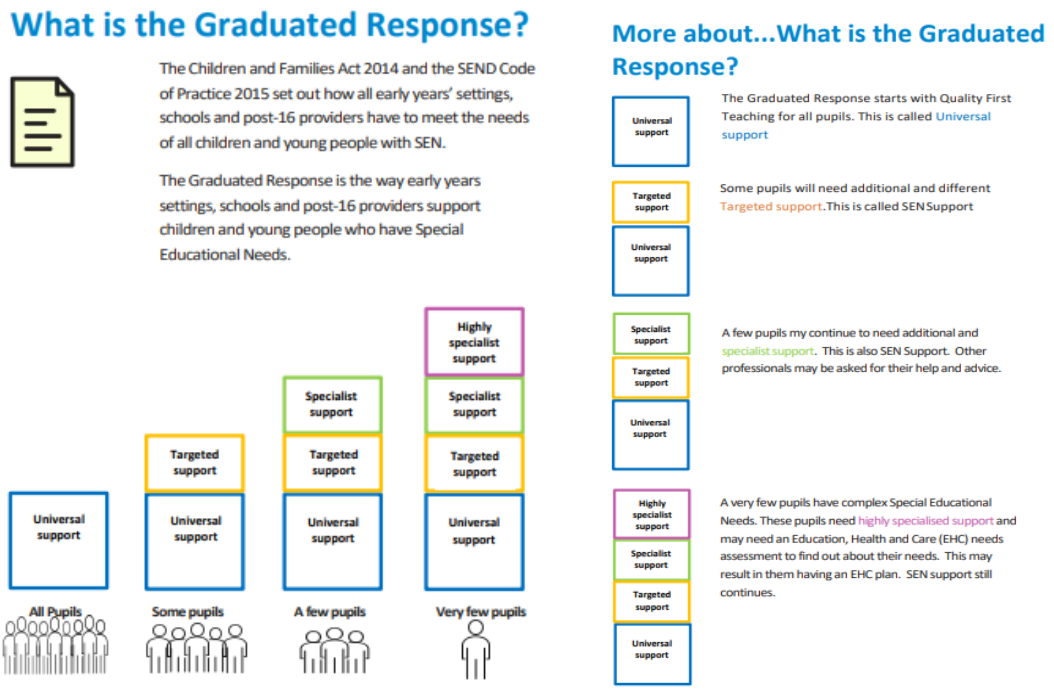
Ongoing Monitoring and Collaboration

- LSAs provide weekly updates and ad hoc referrals.
- Subject teachers, SEND, and pastoral teams monitor progress and adjust interventions to ensure students receive the support they need.

Looe Community Academy Graduated Approach example

When a concern is raised by a class teacher or a parent, we follow the Cornwall Graduated Approach to Inclusion (GATI) this could involve some or all the following:

- Teacher referral is sent to the SEND Team/Parent concerned shared in a SEND Café meeting.
- Student voice is carried out to explore the student's feelings about school and we listen to students when they are saying they are struggling with work with them to reduce any worries.
- Team Around a Child (TAC) meeting held to share concerns of a particular student and parent/carer.
- Classroom observation, round robins sent to class teachers to get a bigger picture of concern.
- We review attainment, behaviour, and attendance records.
- Diagnostic screening that produces standardised scores such as reading, literacy, numeracy, or language tests are evaluated. Referral may need to be explored for external agencies such as Speech and Language, Cognition and Learning Team.
- Student passports updated with new strategies on Class charts.
- Exam Access Arrangements Assessor may carry out further assessments.
- The student may be discussed at an EP Meeting.
- In addition to this, Teacher are on the journey of having coaching drop-ins every two weeks and this enables coaches and leaders to identify students who maybe struggling to access the learning in specific classrooms.



Teachers will also read and act upon advice in the Student Passport which are updated when needed. We use the following offer to assist us with thresholding the assess, plan do review process:

Looe Community Academy SEND Offer 2025- 2026

Any outstanding education embraces the rich diversity of experiences, outlooks and skills of all members of the school community. Inclusive for us means finding solutions that enable all learners to participate in all activities by systematically removing barriers and enabling equity.

Hence we work incredibly hard to ensure that our **Universal Offer** enables all learners all of the time to be successful. We regularly review our universal offer to improve it.

Sometimes, having just one 'flavour' of universal offer is not enough and so where we can, we offer alternatives that can be selected by the learner themselves. This encourages the learner to develop a better understanding of their own needs and greater independence in choosing the right adaptations for them. We call these options '**Learner led options'** for obvious reasons. Sometimes learners make choices that the teacher, using their expert knowledge, can see are holding back their development. So although these are learner led options we take our responsibility as expert educators seriously and so always retain the ability to hold back access to any option. Sometimes we use a 'passport' model so that learners who are using an option well can find it easier to use but even these are under the ultimate instruction of the teacher.

We are a **mainstream** school and so receive funding that assumes all our learners can be educated in groups of at least 15 pupils for all of their time in school. We can sometimes extract children for short periods in smaller groups but generally these interventions are from a timetable in which they are in classes of 15 or more. When teaching groups of 15 or more research reveals that even the most outstanding teachers struggle to focus on more than three lesson routes at the same time. It takes amazing mental agility to teach a class of 15 and balance more than this in your head at once. So if we ask a teacher to break this **rule of 3**, generally all of the pupils will experience a less effective lesson so we say that 3 variations to their lesson is the limit of what is reasonable adjustment and this position is accepted by most mainstream schools in Cornwall and internationally.

Even with an excellent universal offer and a really good selection of learner led options there are still things that an expert teacher can do for every child in their class to help them learn even better, this is why we invest so much training in our excellent teachers and use face to face learning so much. Here is the paradox for all teachers however: how do they choose which modifications to do and for which learners each lesson? Some learners have an EHCP that contains advice from multiple professionals about modifications that really do help the learner in question so teachers need to look at each of these **Specialised Options** and start with these first when they select the maximum of 3 they will use. Teachers will often rotate these so that learners who can't have their specialist options in one lesson may have then in another one. It is possible

that the class only has one child with an EHCP and in such cases the number of times a teacher chooses their specialist option will be high but it is not uncommon to have over 10 EHCPs in one class each containing a range of specialist options. To reasonably adjust their lesson the teacher much choose the three they feel will have the greatest impact.

Teachers are constantly innovating to find ways to improve the universal offer and the learner led options so that move and more of these specialist items can be met this way.

Understanding this document

In this document we describe our universal offer, our learner led options and our specialised options so you can see what you can expect in the lessons your child will be in. We also describe some of the short-term interventions we use where our funding allows, to give children a boost from time to time.

Avoiding labels wherever we can

Research over many years has shown that whenever a label of any kind is applied to a child it has real potential to damage their future development. For this reason we try incredibly hard to remove labels whenever we can although we can't remove them entirely and so unfortunately have to use them sometimes. We are continuously improving how we remove labels but until recently the dangers associated with them were not fully understood and so the internet and other sources often use them and even some excellent but older resources may use them. Please help us in this process if you are aware of their use so we can remove them quicker. Some labels are used by the medical profession such as ADHD, autistic, dyslexic etc. we know that any label is an imperfect way of describing any learner and so we attempt to focus on their particular needs and not the label which is the current best practice.

The colour codes we use throughout the document

Teachers will have a clear set of purposes in mind for their lesson. For example they may be exploring new materials and one of the activities involves looking at and touching the objects. In such cases it helps the teacher to know that they may need to focus on adaptations to do with Sensory and/or Physical barriers some learners may

face. So we colour code this advice in red (the colour we use for Sensory and Physical). Here are the colours we use explained.

Colour	Category of need	Some labels doctors use	The kinds of adaptations that teachers use which help mild to strong cases
Green	Communication and Interaction	*ASD & SCLN*	Using advanced organisers to explain changes that are about to happen, using modelling and modelling good language use.
Yellow/ Amber	Cognition and Learning	*Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	Using scaffolding that is carefully removed later, breaking tasks into chunks, revisiting learning, verbalising learning, using a visualiser and use of overlays.
Red	Sensory and/or Physical	*Visual Impairment; Hearing Impairment;I Multi-Sensory Impairment; Physical Disability,*	Fine motor practice, multi sensory forms of learning, use of ICT, student led seating arrangements, ear defenders, weighted blankets and jackets, left handed options, enlarged resources and adapted equipment.
Blue	Social, Mental and Emotional Health	*ADHD & attachment disorder*	Whole school highly predictable behaviour routines, positive framing, removal of labels, explicitly teaching listening skills, thresholding and structured transitions.

Our Universal Offer in the Classroom

Activities	What it is	Reasons that teachers use it
Thresholding	Teacher greeting learners by the door	Calming anxiety through routine, relationship building, transition. Supports predictable structure for ADHD -Reduces sensory overload at busy time
Lesson start routines	Practiced routines for starting lessons quickly	Calming anxiety through routine, **managing cognitive load.** Creates predictability for ASD -Supports memory for SpLD learners
Do it now	An activity that can be done without teacher help at the start of a lesson to remind learners of the key things they	Retrieval practice combats forgetting curve Builds confidence Reduces anxiety by giving

	have learned before that they will need this lesson.	immediate purpose Supports metacognition Quiet classroom and regulation availability
Silent attention	Ensuring that all learners are ready to learn and engaged in the lesson	Creates calm environment Reduces auditory overload Supports focus for ADHD Allows VI/HI learners to orient
Teacher exposition	The explanation by the teacher of how the lesson fits with other learning and what they would like each learner to do.	Builds clarity Reduces anxiety Supports language comprehension Links prior knowledge for SpLD learners
Teacher modelling	Showing exactly how they would approach the task they are asking the learners to do.	Reduces ambiguity Supports metacognition Builds confidence Helps learners with processing difficulties
Thinking frames	Providing a worksheet or model that can help the learner structure their thinking giving them less to think about.	Reduces cognitive load Supports planning Helps learners verbalise thinking Builds independence gradually
Mini whiteboards	Like chalk boards of old. The teacher asks for a written answer from each learner to be held up so they can check understanding quickly without missing anyone out	Inclusive participation Immediate feedback Reduces anxiety about public answers Supports engagement for ADHD
Question Answer	Skilfully asking questions to check understanding but also for others to hear these answers and get a more rounded understanding that goes a bit deeper than they may have done on their own.	Encourages deeper thinking Builds confidence Supports oral language Allows teacher to spot misconceptions
'Turn and talk'	An opportunity for learners to form an opinion and try it out on the person sitting next to them so they can develop their thinking in a smaller group as well as hear another perspective.	Builds confidence with oracy Supports social skills Reduces anxiety in whole-class settings Encourages expressive language
Recap	Teachers know about the 'forgetting curve' and if key information isn't recalled regularly it is more likely to be forgotten. Recap is used to keep the information remembered.	Supports long-term memory Reduces forgetting Builds confidence Helps learners link concepts

Concept ladders	The whole curriculum spirals around these and so teachers keep returning to them. Each time they spiral around they try to get every learner further up the ladder and so understanding more.	Builds progression Supports mastery Reduces anxiety by showing clear steps Helps learners visualise growth
Exit and transition routines	Practiced ways of leaving a lesson or changing activities in a lesson so they happen almost automatically.	Reduces anxiety Creates predictability Supports sensory regulation Helps ADHD learners manage change

Our Learner Led Options in the Classroom

Activities	What it is	Reasons that teachers use it
Time out (with Passport)	A learner understands they need to access a pre-arranged safe space and so let the teacher know by showing their passport. The teacher decides when it is safe to allow this.	Calming anxiety through routine, relationship building, transition. Supports emotional regulation Reduces sensory overload Builds independence
Use an overlay	Different coloured overlays are in a well labelled place in every classroom, and any learner can see if using them helps the task they are working on. The teacher indicates when these can be collected.	Calming anxiety through routine, **managing cognitive load.** Reduces visual stress Supports dyslexia Builds independence Improves focus
Fidget spinner (with passport)	There is limited evidence that this has any impact on learning even though some learners do like fiddling with something in their hand while learning. They show their passport, and the teacher indicates when it can be used.	Helps focus Reduces anxiety Provides sensory input Builds self-regulation
Seating position	A learner may know that sitting near the front or at the back for example helps. The teacher can instruct them to sit elsewhere or allow them to use this as it is not always appropriate to what the teacher has planned.	Reduces sensory overload Supports hearing/vision needs Builds independence Improves engagement
Elastic flicker (with passport)	A pupil may find the distraction caused by flicking an elastic bracelet on their wrist helps their focus. It is used through a passport because some can become over	Helps focus (double jobbing ADHD) Provides sensory input Reduces stress, less cognitive load Builds independence

	dependent so the teacher can say when not to use it.	
Weighted blanket or clothing	A piece of clothing or a blanket which contains weights safely within its lining so that they can hold the learner firmer.	Calms sensory system Reduces anxiety Improves focus Supports emotional regulation
Nurture folder (named)	A folder carried by the learner or in a safe place for them to retrieve which contains materials specific to them such as puzzles they use for calming.	Reduces anxiety Supports emotional regulation Builds independence and emotional and oracy expression with key workers Provides predictable coping strategy
Use of manipulatives	The option, particularly in Maths, to use tailor made objects that can help structure thinking	Supports structured thinking Reduces cognitive load Visual supports sensory Builds independence Improves engagement around a hands on concept
Thinking frames	Usually printed on paper or laminated mats. They are techniques for structuring how you do an activity.	Supports planning Reduces cognitive load Builds independence Improves confidence to talk about learning in steps

Our Specialised Options in the Classroom

Activities	What it is	Reasons that teachers use it
Enlarged or braille print	To assist in cases of visual impairment A magnification device as a learner led option may be available also.	Calming anxiety through routine, relationship building, transition. Accessibility
Direction of a TA	If a TA has available time the teacher may direct them to support	Targeted help for engagement and understanding Implemented EEF TA Scaffolding Framework
Self directed TA	Some TAs are trained to observe patterns of behaviour or need and respond without direction from the teacher.	Immediate intervention for emotional or learning needs.
Individual risk assessments	Conducted by teachers in the planning stages of a lesson or activity. If there is no safe way to engage the child in the given activity then an alternative is sought.	Prevents harm, ensures participation, predicable steps to implement to secure emotional regulation
Additional time	If an external examination is being done and the agency involved does not know the child so cannot make adjustments to the mark then additional time may be used.	Reduces cognitive load and anxiety JCQ Framework JCQ Parents Information Guidance
Intimate care plan	Measures put in place if the learner is likely to need assistance with use of a toilet or other bodily functions.	Maintains dignity and safety
Fatigue or pain syndrome modification	Breaks or lower physical demand where a medical diagnosis indicates the exercise could cause regression.	Prevents emotional and cognitive regression and supports wellbeing
A specific work location	Isolation from the group for a limited time or at a specific location so that they avoid peer pressure or in order to phase them back in after a lengthy absence.	Reduces peer pressure ? and supports emotional regulation and sensory and physical needs Reduced cognitive load

Our Universal Pastoral Offer in social time and lessons

Activities	What it is	Reasons that teachers use it
Positive framing	Reinforcing positive behaviour and better use of language and empathy/ emotional language	Calming anxiety through routine, relationship building, transition. Improves oracy skills and social awareness
Clear consequence for each stage in the behaviour policy	Predictable steps for behaviour management	Calming anxiety through routine, **Managing cognitive load.** Reduces uncertainty
Regular smartness reminders	Prompts for uniform and presentation	Supports routine and expectations
Modelling good manners	Teacher demonstrates respectful behaviour and small talk that develops children's character and uses good citizenship concrete examples. Use of modelled language is vitally important	Builds social skills and communication Improves confidence Transition between lessons and in class is positive micro moments building emotional currency
RESET room	Space for calming and reflection and for completing learning independently	Reduces escalation and supports emotional regulation Predictability linked to choices and consequences
Suspension		

Our Learner Led Pastoral Offer in social time and lessons

Activities	What it is	Reasons that teachers use it
Lunch and break time quiet spaces (with passport)	Safe space for calming Or Safe space for building relationships with adult social course correction through games, quiet time and social interaction	Calming anxiety through routine, relationship building, transition. Reduces anxiety and supports emotional regulation Builds communication confidence
Toilet pass (with passport)	Permission for toilet access supported by medical evidence / temporary pass for some struggling with cycles.	Calming anxiety through routine, **managing cognitive load.**

		Reduces stress and independence to deal with physical barriers whilst supporting dignity
Access to medication or nurse (with passport)	Health-related support linked to IHCP made in agreement with parents	Maintains wellbeing and safety Physical / sensory needs supported Adult key worker support assisting conversations about health building confidence in discussions with health professionals.

Our Specialist Pastoral Options in social time and lessons

Activities	What it is	Reasons that teachers use it
Triage at the RESET room	Initial assessment and calming	Calming anxiety through routine, relationship building, transition. Prevents escalation
Guided restorative practice	Structured conversation to repair relationships	Calming anxiety through routine, **managing cognitive load.** Builds empathy and communication skills
Access to interventions involving removal from learning or break time	Targeted support for behaviour or wellbeing	Prevents harm and supports emotional regulation

Targeted Intervention Boosts

Mini-boosts

A mini-boost is conducted without any prior notice and may be done without planning. This is when a teacher or other adult recognises an issue in learning or behaviour choices that they believe can be addressed through a specific but short term intervention or mini-boost.

Interventions

An Intervention is the name given to a half term (6-8 week) planned set of activities to help boost the learner if there is a view that such intervention will have impact.

If the learner is able to understand why they are having the intervention then it is explained to them and, where appropriate, so is the impact that is hoped will come from it.

Interventions are expensive concentrations of resource and so to ensure our resources give as much help to as many learners as possible it is essential that all interventions are evaluated at the end of the half term to see what impact they had.

If there is insufficient impact then it would be unusual for the school to do the same intervention a second time. They are more likely to either attempt a different type of intervention or invest the resource with a different learner whose needs may be matched better to this method.

Sometimes a learner may enjoy an intervention that is causing their learning to be impacted negatively so although the opinion of the learner is listened to, teachers will exercise professional judgement in allocating interventions and must have the ability to allocate based on need, impact and availability.

Given the resources invested, interventions are often shared with parents as all such measures tend to be most effective when all of the adults around the learner are working in close partnership.

Example interventions

These are tailor made for the issue they are trying to address and so could not be listed here, but examples may include restricted timetables, withdrawal from a lesson or time in the day, intensive literacy or numeracy support, counselling, offside direction in another form of alternative provision.

A learner for whom repeated interventions are needed may not in fact be suitable for mainstream education and in such cases the school has a role in helping to secure a more specialist route for the learner in a special school or other form of alternative provision.

The Assess, Plan, Do, Review Cycle

At Looe Community Academy, the vast majority of students' needs are met through our universal offer of high-quality teaching, learning, and pastoral support. However, some students require support that is "additional to or different from" that provided to their peers. In these cases, students are placed on the Record of Need, and the impact of any additional support is carefully monitored through the Assess, Plan, Do, Review cycle.

We aim to keep classroom extraction to a minimum, as removing a student from their specialist teaching environment can create a disadvantage. Intervention programmes are carefully selected to be evidence-based, time-limited, and targeted at specific barriers, enabling each student to access their full curriculum entitlement.

What additional support for learning is available to pupils with special educational needs?

Students identified as needing **SEND Support** enter the APDR cycle, ensuring their progress is continually monitored, reviewed, and adapted.

Parents or carers may have seen or heard the phrase 'Assess, Plan, Do, Review'.

This describes the process of identifying needs and then coming up with a plan with parent/carer and sometimes other professionals. This is usual done in a Team Around Child, (TAC) or Early Help Assessment, (EHA).

We plan, carry out an intervention and then review this plan to see if this has accelerated the progress of the student.

An example of APDR Cycle:

Stage	What Happens
Assess	Students, parents, and carers share their views. Teachers carry out 'quick-check' this could be observations/assessments/examples of work. Diagnostic testing may be completed (e.g., Lucid Rapid, book looks). Advice may also be sought from external professionals, such as Educational Psychologists, CAMHS, Occupational Therapists, and others.

Plan	A member of the SEND team, a teacher, or another qualified professional meets with the student and their parents to agree on interventions, support, and expected outcomes. Only **one intervention runs at a time** to ensure it can be closely monitored and reviewed.
Do	The agreed plan is put into action. Tutors and subject teachers monitor the student's progress and check the effectiveness of the plan within lessons. Specialist equipment, such as writing slopes, reader pens, pencil grips, or laptops, may also be provided if needed.
Review	A follow-up meeting is held to evaluate whether the plan is working and to decide next steps. Adjustments may be made based on the student's progress and ongoing needs.

All students receiving SEND Support or with an EHCP are recorded on our **Record of Need**.

Consideration for **Education, Health, and Care Plans (EHCPs)** is made where appropriate.

Monitoring Progress and Provision

- **Ongoing curriculum assessments**, academic reports, and celebration books are used to track progress.
- Data from assessments, attendance, behaviour, and student voice ("All About Me") inform APDR decisions.
- Evidence is gathered by teachers to support requests for **exam access arrangements**, aligned with students' normal way of working, typically selected from the end of Year 9.
- Further specialist assessments, including those from external agencies, are conducted as required, addressing the four broad areas of need.

Collaboration and Holistic Support

- We take a **holistic approach** to each child's development and wellbeing, working closely with external agencies such as **EWO, EHH, play therapists, mentors, and the pastoral team**.
- **Senior pastoral support** ensures the emotional and social development of all students, including those with SEND, as detailed in our **School Offer**.
- Measures to prevent bullying are outlined in our **Anti-Bullying Policy**, with additional support including **Peer Mentoring through the NHS for Key Stage 3**, assisting students in their transition from Year 6 to 7.

- Parents and carers are actively involved through regular discussions, both formal and informal, as well as weekly **SEND Café** sessions where appointments can be booked.

At Looe Community Academy, we take a holistic approach to supporting every child's development and well-being, working closely with our safeguarding, pastoral, and attendance teams to ensure each student receives the care and guidance they need. Our pastoral support arrangements are designed to nurture the emotional and social development of all children and young people, including those with Special Educational Needs (SEN), and are detailed in our Local Offer. We take bullying very seriously, and our strategies for prevention and intervention are outlined in our Anti-Bullying Policy. Furthermore, all measures to keep children safe, including those with SEND, are clearly set out in our Safeguarding Policy.

Whole School SEND Profile

Need Category	**Number**
SEN Support	83
EHCP	25
On Alert	54
Total Students with Identified Need	**162**

EHCP – Education, Health, and Care Plan – Statutory

K- SEND Register – Census record.

AN – Additional Needs – Adjustments/Passports – This going to change to T for Tracked.

The SEND register has increased this year and is likely to grow further, as there are currently students awaiting EHCPs following acceptance by Cornwall Council

SEND provision and staff/training development information.

SEND Area	**Provision / Support**	**Staff Member(s)**	**Training Received**
Communication and Interaction	Adaptive Teaching and Coaching - Small group and adult support within class using	Hayley Gardner (SENDCO), Jackie Jones,	Selective Mutism / SALT; Autism Champion; ASC girls who mask

Autism, Sensory Processing Difficulties/Disorder **Tourette's Syndrome** **Speech & Language**	prompting and sentence starters; Social interaction games in 005 to support redirection and socialising; individual visual timetables and picture symbols to aid communication about emotions; individual and group work following SALT support including social stories. Sensory room to support ASC Students Positive Future Hub	LSAs, Teachers Oliver Harvey Beth Hicks	training; ASC training from County ASC team and teacher clinic; ND Profiling Toolkit Training
Cognition and Learning **Dyslexia** **Dyscalculia** **Dyspraxia** **Moderate Learning Difficulties**	Adaptive teaching strategies, Coaching. Use of IT software/apps to develop reading and spelling skills; small group and individual learning support from additional adults; recording menus for alternative ways of recording work; task management boards – Now and Next; cognitive sciences embedded in curriculum; pastel PowerPoints and dyslexia friendly fonts; access to overlays; routines with reading embedded across tutor time and lessons	Kate Jackman, Jerry Kevern, Jan Owen, Beth Hicks, Hayley Gardner, Lucy Oldham, All Staff, Cathy Guest English and Maths department	Steplab Coaching Steplab coaching EEF Metacognition training; Power Up Lead training; Read Write Ink Fresh Start; Dyslexia, Dyscalculia; Cognitive Science & Metacognition; SEND in the Mainstream; Maximising the TA in the classroom. Cognition and Learning Team. SPARX English and Maths

Social, Emotional and Mental Health (SEMH) **Anxiety** **Attention Deficit Hyperactivity Disorder (ADHD)** **Attachment related Needs** **Depressive conditions** **Traumatic experiences**	Adaptive Teaching and Coaching. Whole school nurture approach; TIS support and 1:1/out-of-class therapeutic sessions; intensive classroom support when needed; 1:1 support from EMHP/assessments via First Aid Mental Health leads and ELSA; Time out cards for co-regulation through emotion coaching. Adult support in 005/206 for co-regulation before attending lessons Positive Futures Hub Sensory room to support regulation	Kate Jackman, Hayley Gardner Anna Sallow, Ashleigh Woolaston, Jackie Jones, LSAs, All Staff	Attachment / TIS Supervision / Bereavement; First Aid Mental Health/ELSA; Autism Champion; Emotion Coaching; De-escalation training; CPD incorporating Relationship & Behaviour policy linked to Teaching and Learning Policy, Attachment Training, Relational Support Planning. SMHL qualified
Sensory and Physical Needs **Cerebral Palsy** **Muscular Dystrophy** **Hearing Impairment** **Visual Impairment**	Adaptive Teaching Strategies and Coaching. Reasonable adjustments and out-of-class sensory breaks; 1:1 physical/sensory support sessions; ear defenders, weighted blanket, fast passes for quiet classrooms, early lunch passes; sensory audits informing ND profiling tool SEMH checklist	Hayley Gardner (SENDCO), Jackie Jones, PE & Science Departments	ASC Training Devon Council; Autism Champion; Occupational therapy support and workshops for specific students

	Sensory Room Positive futures Hub for quiet spaces at break and lunchtime. Writing slopes Accessible lift		

Allocation of SEN Funding
The funding was distributed as follows:

- Employment of support staff, including a specialist SEN teacher
- Engagement with external services (refer to the School Offer)
- Provision of teaching and learning resources
- Staff professional development and training
- Targeted SEND resources, such as sensory equipment

Deployment of Learning Support Assistants.

Deployment of Learning Support Assistants.

2025 (Current Practice):
This year, we continue to follow the **EEF guidance on the effective use of teaching assistants (LSAs)**. Current deployment includes:

- **Teaching Assistant (LSA) deployment:** Worked across year groups, including supporting students in mixed-age cohorts, to strengthen pastoral provision and student wellbeing. Delivered targeted 1:1 and small-group interventions in collaboration with pastoral leaders and subject teachers, ensuring students received the appropriate academic and emotional support to access learning successfully.
- **Read, Write, Inc Intervention Team:** A team trained and deployed to deliver the evidence-based Thinking Reading programme.
- **Year 7 EHCP Support LSA:** Assigned to support Year 7 students with EHCPs, aiding their transition into secondary school.
- **HLTA Private tutoring to support Reading:** Assessed students for specific learning difficulties and ran structured learning interventions.

- **SENCO/Assistant SENCO (Social & Emotional):** Worked specifically with SEND students and those experiencing emotional-based school avoidance, providing tailored support.
- **SEN Administrator:** Ensured records were accurate and processed referral forms efficiently.
- **LSAs** are strategically based within the Inclusion Hub and Curriculum Support Base (206). The Inclusion Hub provides targeted support for students with Communication and Interaction and Social, emotional Mental Health needs, as well as those experiencing Emotionally Based School Non-Attendance (EBSNA), using a student-centred approach to increase engagement with education and build confidence in attending school/classroom. Curriculum Support Base 206 supports Year 10 and Year 11 students, providing interventions to improve attendance, emotional regulation, and access to learning. Staff work closely with students to facilitate a phased reintegration into lessons, ensuring they are supported to attend and engage with their specialist subject teachers wherever possible, as all students should have access to high-quality teaching within the classroom.
- **LSAs** have received **training on evidence-based research** from the EEF Foundation to ensure they are prepared to support pupils effectively and foster independence.
- Following EEF recommendations, LSAs **supplement, not replace, the teacher**. Pupils who struggle most spend as much, if not more, time with the teacher to ensure quality learning.
- LSAs are trained in **scaffolding practices**, which help pupils develop their learning skills and independence. Supporting pupil autonomy is a key consideration in LSA deployment.
- Structured interventions delivered by LSAs are **carefully planned, monitored, and linked to classroom teaching** to ensure positive outcomes for pupils.
- Staff clarity is emphasized: teachers and LSAs are fully aligned on their respective roles, maximizing the effectiveness of support.

By aligning our LSA deployment with EEF research, we aim to enhance pupil outcomes, particularly for those with additional needs, while promoting independent learning skills and maintaining strong teacher-led classroom instruction.

How we listen to the views of children/young people:

Category	What	Who	When
Student-wide feedback	'You said, we did' feedback	All students	Termly (assembly following anonymous online survey)
	Tutor time – dedicated time for student feedback	All students	Termly
	Anonymous Green post box	All students	Throughout the year
	Student Ambassadors feedback (year & whole school)	Elected representatives	Half-termly
	Informal discussions in the Pastoral Hub	All students (access at break and lunch)	Every day
	Informal discussions (general)	Children	End/beginning of school day or by prior arrangement
	Curriculum Exploration Days – informal discussions	Students during each faculty's curriculum exploration day	Once per year per faculty area
	Student questionnaires	All students	2–3 times annually
	Students Key Stage Questionnaires	Teachers, SEND team/LSA/Parents	Arranged on Satchel 1, through PSHCE, at review points, on entry in Year 7, and at transition points

Pastoral support	Meetings (Attendance / behaviour concern / social / emotional issue)	Students meeting criteria with SLT and/or Pastoral team	As necessary
	Key to Success Evening & Settling In Evening (focus: attendance, reading, support available)	Children, Parents/Carers, Teachers, SENCo if appropriate	Mid-September
	Parent Consultation Evenings	Children, Parents/Carers, Teachers, SENCo if appropriate	Every term
	Home-School Book (Communication Book – selected students)	Teachers, Parents/Carers	When daily face-to-face contact is difficult
SEND support	All About Me questionnaire	Students with Education, Health and Care Plan (with keyworker support)	In advance of Annual Review Meeting
	SEND Café	Children, Parents/Carers	Mondays and by appointment
	"Assess, Plan, Do, Review" meetings for children with SEN	Children, Parents/Carers, Teachers, Pastoral team, SENDCo	Termly and when EHCP needs review; or if attendance/behaviour/attainment is a concern

	Iceberg Analysis for complex needs (TAC)	Children, Parents/Carers, Teachers, Pastoral team, SENDCo	Priority planning as required
	Need to Know Booklet	Children, Parents/Carers, Teachers, SENCo if appropriate	As required
	Meetings with keyworkers	Students with a keyworker / SENCO	Individual to student but at least termly
Multi-agency / SMART / specialist reviews	Multi-agency meetings (with Targeted Youth Worker / Family Worker)	Students open to external services with safeguarding/pastoral staff	As necessary
	Personal Education Plan (PEP) meetings	Students in care with Children in Care Manager	Half-termly
	SMART and LCA SEND reviews	SMART SEND advisors, T&L leaders, Children	Annually
	Dedicated SEND learning walks / drop-ins / book looks / forums	T&L leaders, Children	Half-termly
	Team Around the Child meetings	Children, Parents/Carers, Teacher, SENDCo, other involved professionals	Every 6–8 weeks for children needing extra support
Governance	Governor visits	Cross-section of students	Yearly (termly for safeguarding governor)

How we listen to the views of parents/carers

How we listen to the views of parents / carers	What	Who	When
Phone calls / emails	SLT / Pastoral Team / Safeguarding Team	Our aim is to return all phone calls / emails within 48 hours (unless an emergency)	As needed
Parent Information Evenings	All parents / carers	½ termly	Termly
SEN Parent Information Evenings	All parents / carers of a student with SEN need	Termly	Termly
Progress Evenings	Teachers, parents / carers, and students	Annually	Annually
GCSE Success Evenings	Parents / carers of students in Year 10 and 11	Annually	Annually
Meetings (Attendance / behaviour concern; social / emotional issue)	Parents of students who meet these criteria with SLT and/or the Pastoral Team	As and when necessary	As needed
Meetings as part of the APDR cycle	Parents / carers of students	Termly	Termly
Annual Review Questionnaire	Parents / carers of students with an Education, Health Care Plan	Annually	Annually
Personal Education Plan (PEP) meetings	Parents / carers of students who are in care with the Children in Care Manager	½ termly	Termly

Monitoring the Impact of Training

At Looe Community Academy, we track the impact of training through a range of strategies:

- SEND reviews
- Quality assurance of lessons and established routines
- Weekly Staff CPD on Attendance, Teaching and Learning and Adaptive Teaching Strategies to support students with or who may have SEND (**What is good for SEND is good for EVERYONE**)
- Whole school Coaching
- Teaching and learning drop-ins
- Observation of interventions
- Student shadowing and direct observations
- Conversations with students
- Monitoring attainment, attendance, behaviour, and progress

Partnerships with Other Schools and Transition Management

We actively collaborate with both feeder schools and schools where students join independently in the local area. Our transition support includes:

- Delivering a primary curriculum offer across subjects
- Year 6 students participating in mixed-school transition visits with their secondary schools
- Peer mentor opportunities and enhanced transition days
- Curriculum experiences across all subjects throughout the year
- Meetings with new families through our SEND café, including school tours and photographic journeys
- SEND visits to all children with SEND in feeder primary schools to observe, speak to students, and complete “All About Me” documents

These initiatives ensure a smooth transition from primary to secondary education. A detailed overview is available on our website. Our Year 6 to secondary transition programme is carefully planned and can be tailored to meet the individual needs of children and families.

Ongoing Development

We are committed to continuously improving support for our learners. Any areas requiring development are addressed through our **School Development Plan**, which incorporates our **SEND Development/Action Plan**.

- Focusing on the needs of children with SEND benefits all students.
- Emphasis on routines and reading supports narrowing the achievement gap.
- Every teacher is a teacher of literacy, ensuring children with SEND are prioritised in the classroom.

Complaints Procedure

Our complaints procedure is published on the school website.

Additional Information and Key Documents

- **Designated Safeguarding Lead:** Mr Paul Boyes
- **Designated Children in Care Lead:** Kate Jackman
- **Local Authority Offer:** www.cornwallfisdirectory.org.uk
- **Accessibility Plan:** Available on the school website
- **Curriculum and SEND Accessibility:** Details available on the school website
- **Safeguarding Policy:** Available on the school website
- **SEND Policy and School Offer:** Accessible via the website

All our SEND-related policies, including the School Offer and Information Report, comply with the **Disability Discrimination Act 1995**, the **Equality Act 2010**, and the **Children and Families Act 2014**.

SEND Glossary

Abbreviation		
	Academy	**An Academy is a mainstream school which receives funding directly from the Government and is independent from direct control of the Local Authority. However, academies usually follow policy and procedures set by the Local Authority and work in partnership**

		with them for students with SEND needs.
	Adapted Teaching and Learning.	**Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to select which fits the aptitude of the student**
	Annual Review	**The review of an Educational, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months of children in early years.**
	Areas of Need	**These are four categories that are young peoples SEND needs. The Four SEND Needs are: Cognition & Learning (C&L) Communication & Interaction (C&L) Physical & Sensory Needs (PS) and Social, Emotional and Mental Health (SEMH)**
CAMHS	**Child and Adolescent Mental Health Services**	**Child and Adolescent Mental Health Services (CAMHS) provide assessment, support, and treatment for children and young people experiencing emotional, behavioural, or mental health difficulties, helping them improve their wellbeing and cope with life's challenges.**
CBT	**Cognitive Behavioural Therapy**	**This approach teaches people to manage their thoughts, feelings and behaviours.**
CIT	**Community Intervention Team**	**A Community Intervention Team is a group of professionals who provide early support and practical help to children, young people, and families in their local community to prevent problems from escalating and promote**

		safety, wellbeing, and positive outcomes.
CIN	**Child in Need**	**A Child in Need is a child who requires additional support from local authorities to ensure their health, development, or welfare is safeguarded and promoted, often due to difficulties at home or in their environment.**
C&L	**Cognition and Learning**	**Cognition and learning refers to the ways in which a child or young person thinks, understands, learns, and remembers information, including any difficulties that may affect their ability to acquire knowledge or skills at the same pace as their peers.**
C&I	**Communication and Interaction**	**Communication and interaction refers to a child or young person's ability to understand and use language, express themselves, and engage effectively with others, including any difficulties that may affect social skills or meaningful participation in learning and everyday life.**
CoP	**Code of Practice**	**This means Send Code of Practice which is government legislation which sets out the expectations for meeting the needs of disabled students in school.**
CSC	**Children's Social Care**	**Children's Social Care refers to the services provided by a local authority to support and protect children and young people, particularly those who may be vulnerable, at risk, or in need of additional help**
CYP	**Children and Young People**	**Children and young people are individuals from birth up to the age of 25 who are in the process of growing, learning, and developing, and may require support to achieve their full potential in education, health, and wellbeing.**

DfE	**Department for Education**	**The department for education, the government department that develops education policy and funds schools.**
DD	**Development Delay**	**Developmental delay in reaching the normal stages of development, for example sitting or talking.**
DLD	**Developmental Language Disorder**	**A delay in acquiring and using language**
	Expressive Language	**How a young person expresses ideas, thoughts and feelings through speech.**
EHCP	**Educational Health Care Plan**	**An EHCP brings together education, health, and social care support in one plan to ensure the child or young person receives coordinated, tailored help to achieve their full potential.**
EA 2010	**The Equality Act 2010**	**The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.**
EP	**Educational Psychologist**	**An Educational Psychologist is a trained professional who assesses and supports children and young people's learning, development, and mental health, providing guidance to schools, families, and other services to help them reach their full potential.**
EWO	**Education Welfare Officer**	**Education Welfare Office, employed by the LA to make sure that children are attending school.**
	Fine Motor Skills	**Fine motor skills are the abilities that involve small movements of the hands and fingers, such as writing, buttoning clothes, or using utensils, which are essential for**

		everyday tasks and learning activities.
	First Light	**First Light is a charity for anyone who is experiencing or has experienced domestic abuse or sexual violence. https://www.firstlight.org.uk**
	Governors	**A school's governing body that oversees the workings of the school. It includes a SEND Governor and a Parent Governor.**
GP	**General Practitioner**	**A General Practitioner (GP) is a doctor who provides primary medical care, diagnosing and treating a wide range of health issues, offering advice, and referring patients to specialists when needed.**
	Jeremiah's Journey	**Jeremiah's Journey provides compassionate bereavement support for children and families in the UK. https://jeremiahsjourney.org.uk**
	Kooth	**Kooth is online mental health support that any student can register for and access help. https://www.kooth.com**
	Literacy Skills	**Reading, writing and spelling ability.**
LA	**Local Authority**	**The local authority is Plymouth City Council it is responsible for the statutory assessment of education, health and care assessments and maintaining Education, Health & Care Plans.**
LAC	**Looked After Children**	**Looked After Children, also known as children in care (CiC) or care experienced children (CeC)**
LA	**Local Offer**	**Local authorities are required to publish a 'local offer'. A local offer provides information about services to support children, in and outside of school.**

	Mainstream School	**A primary or secondary school where all abilities of students attend.**
	Mediation	**Mediation is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships and can deal with problems you were not aware of. Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement.**
MHST	**Mental Health Support Team**	**This is a service that is for early mental health help. They provide CBT based help to young people to help them manage anxiousness.**
NHS	**National Health Service**	**All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.**
PB	**Personal Budget**	**Personal budget is an amount of money allocated to an individual or family to pay for services, support, or care that meets their specific needs, giving them more choice and control over how support is delivered.**
PHB	**Personal Health Budget**	**money given to an individual to plan and pay for healthcare and support services that meet their specific health needs, allowing them greater control and flexibility over their care.**
SENDIASS	**Special Educational Needs and Disabilities Information, Advice and Support Service**	**Provides free, impartial guidance and support to children, young people, and their families about education, health, and social care services related to special educational needs and disabilities.**
PV	**Parent Voice**	**Parent Voice refers to the opinions, feedback, and active involvement**

		of parents or carers in decisions and planning related to their child's education, health, and wellbeing, ensuring their perspectives are heard and considered.
SaLT	**Speech and Language Therapist**	**Speech and Language Therapist who assesses a young person's receptive, expressive language.**
	School Nurse	**A nurse working in community nursing but specialising in school age children. School nurse referrals can be made by schools about a range of health needs.**
SEND	**Special Educational Needs and Disabilities**	**This is the education acronym for disabled children deemed to have special educational needs.**
	SEN Support	**When a child or young person has been identified as having special educational needs, schools should act to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a fourpart cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.**
SENDCO	**Special Educational Needs and Disabilities Coordinator**	**Special educational needs and disabilities coordinator. The SENDCo does not do all the work with disabled or SEND children, they coordinate the provision that they will receive. The young person's teachers retain responsibility for their progress.**
	Sensory Impairment	**Partial or complete vison or hearing loss.**
	Social Worker	**A person who will support a family with practical issues such as**

		benefit applications, respite care, household adaptations etc.
SPLD	**Specific Learning Difficulty**	**Dysgraphia = difficulty with recognising the written words, letters or sounds. Dyslexia – specific difficulty with literacy Dyscalculia specific difficulty with numeracy Dyspraxia – a condition that affects fine motor skills, organisation and coordination**
YPC	**Young People Cornwall**	**From drop-in youth groups to one-on-one mental health sessions, we offer a huge range of support – all over Cornwall.**
NM	**Normal Magic**	**We are a group of professionals with backgrounds in Mental Health Nursing, Occupational Therapy, Teaching, Clinical Psychology and Consultant Psychiatry and the world of Business Management who have worked in under 18s health care and education for decades! Our time in health and education services has brought us an abundance of experiences working alongside children, young people, their families and professionals.**