



Looe Community Academy Our Special Educational Needs and Disability (SEND) Report

Our mission: 'To create and sustain a caring, learning community of high quality, where everyone is valued for who they are and what they may become' Achieving results through high expectations and consistency

All schools within Cornwall have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Name of the Special Educational Needs/Disabilities Coordinator:	
Mrs Kate Jackman (Deputy Headteacher)	
Contact details: kjackman@looe.cornwall.sch.uk	01503 262625

Click [HERE](#) for our Accessibility Plan/Policy

Click [HERE](#) for our Equality and Diversity Policy

People who support children with Special Educational Needs/Difficulties with learning at Looe Community Academy



<p>Who are the best people to talk to in the Academy about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?</p>	<p>Deputy Headteacher (Special Educational Needs/ Disabilities Co-ordinator) (SENDCo), Mrs Kate Jackman</p>	<p>They are responsible for:</p> <ul style="list-style-type: none">• Co-ordinating all the support for children with special educational needs and disabilities (SEND) and developing the 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:<ul style="list-style-type: none">➢ involved in supporting your child's learning;➢ kept informed about the support your child is receiving;➢ involved in reviewing how they are doing;➢ part of planning ahead for them• Liaising with all the other people who may be coming into 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) achieve the best possible progress
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	Tutors/Subject Teachers/Leaders of Year	<p>They are responsible for:</p> <ul style="list-style-type: none">• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, e.g. additional support from a TA or the teacher in class) and letting the SENDCo know as necessary• Ensuring that all staff working with your child in 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
	Head Teacher, Mr Scott Yalden	<p>He is responsible for:</p> <ul style="list-style-type: none">• 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 and



		progress
	SEND Governor Mr John Traverse	Is responsible for: <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the Academy who has SEND
How can I let the Academy know I am concerned about my child's progress?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's tutor or Year Team Leader 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 every Monday with the SENDco/ Assistant SENDco in the IHC building. To book an additional appointment to be scheduled during a different time, please contact Mrs Angela Spencer aspencer@looe.cornwall.sch.co.uk or phone the Academy on 01503 262625 to make an appointment with Mrs Kate Jackman (Deputy Headteacher and SENDco) • 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 SENDCo Governor Mr John Traverse 	
How will the Academy let me know if they have any concerns about my child's learning in the Academy?	<ul style="list-style-type: none"> • When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise their observations with their Head of Faculty and the SENDCo. Contact with parents/carers will be made through the HOF 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 and teacher Data Discussions that occur every half term. 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 weekly 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 	



	<p>outcomes</p> <ul style="list-style-type: none"> • Strategies are reviewed on a half termly basis and teachers and parents/carers are informed of any changes to the RON through a letter to parents/carers. There is an invite through the letters for parents/carers to come into school to discuss the changes shared • 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: <ul style="list-style-type: none"> ➤ Your child's view about their current experiences, progress made and overall well being ➤ School data such as progress, attendance and behaviour data and how this may affect learning in the classroom ➤ IRIS and 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/carers ➤ 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
<p>How is extra support allocated to children and how do they move between the different core levels of support? (see over)</p>	<ul style="list-style-type: none"> • 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 on the basis of needs in the Academy • The Head Teacher and SENDCo discuss all the information they have about SEND in the Academy including: <ul style="list-style-type: none"> ➤ the children getting extra support already ➤ the children identified as needing extra support ➤ the children who have been identified as not making as much progress as would be expected ➤ 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 SENDco 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



	<ul style="list-style-type: none"> ➤ Wave 1, 2 and 3 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 Support Area and Integrated Health Centre review students they are working with together to ensure cross over is accurate and interventions are not overloaded to ensure maximum efficiency ➤ Impact meetings to discuss key students happen every two to three weeks depending on key data available. Impact meetings are attended by the SENDco, Assistant SENDco, Pastral Lead and Student Support Advocate who focuses on developing SEMH. The Assistant SENDco 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.
<p>How do you evaluate the effectiveness of provision for pupils with SEN?</p>	<p>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.</p> <div data-bbox="1120 790 1400 1077" data-label="Diagram"> </div> <p>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 SENDco and Assistant SENDco 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. 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.</p>



Wave 1 – 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, 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.

Wave 2 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 student 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.

Wave 3 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 in order 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 in order to cope with life outside of school and in the community. We spend time planning for wave 3, we have personalised passports for individual students and we adapt resources on a daily basis 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



	<p>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.</p> <p>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.</p>
<p>What training have the staff supporting children/young people with SEND had?</p>	<ul style="list-style-type: none"> • 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 two Higher Level Teaching Assistants who are specialists in their individual curriculum areas and an Achievement Advocate for literacy and SEN. In addition, the SENDCo is working towards the National Award for SEN Coordination • 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 SENDco 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 • There are coaching partnerships amongst teachers and TAs, coaching using the GROW method enables staff to discuss barriers to learning 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 • TAs and teachers have the opportunity to work together during assembly time and the MAT enables SENDco and SEND network meetings to occur
<p>Where can I get additional information about the new code of practice, the Cornwall Local Offer and ECH Plans?</p>	<ul style="list-style-type: none"> • Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: http://cornwall.childrensservicedirectory.org.uk • http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2 • www.cornwallsendiass.org.uk
<p>Complaints</p>	<p>Should parents/carers be unhappy with any aspect of their child's care at Looe Community Academy, they should discuss their</p>



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 schools complaints policy which can be found here:

- [Link to Complaints policy is HERE](#)



The core levels of support and provision offered by Looe Community Academy

1. Student voice - listening and responding to young people

Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The views and opinions of all students are valued • Student voice is represented in all aspects of academy • Student voice is heard through: <ul style="list-style-type: none"> - consultation - focus groups - questionnaires - student council 	<ul style="list-style-type: none"> • Students with SEND are included in all consultation groups • An active Academy Council allows for student views to be listened to • Additional provision is developed in light of student voice • A student wellbeing board is available for students to champion mental health and well being • Peer Mentors offer a drop-in service to hear the views and concerns of students 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student • Students' views are an integral part of school /TAC meetings, Early support meetings, Social Care meetings and SEND reviews • Students are supported in person centred planning and target and outcome setting • Key-workers are available to ensure the above • All documentation is presented in a format that is accessible to the student • KS4 1:1 mentoring allow students to voice concerns and celebrate success • Specialist support from a Student Support Advocate who can signpost to youth services and support in the IHC, a Pastoral Leader and SENDco to provide a voice for those who have difficulty expressing need

2. Partnership with parents and carers



Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and Provision
<ul style="list-style-type: none"> • The academy works in partnership with all parents and carers • The parents/carers of all students attend parent/carer evenings • Students’ tracking reports are sent home once each term • The academy planner encourages written dialogue between families/parents and the Academy • Parent/carers know exactly who to contact if they have any concerns • The website and Need to Know booklets, revision guides and KS3/4 Key to Success evenings enables parents/carers to understand more about what their young person is learning and where their learning may take them • Parent/carers are able to contact the Academy re concerns at any time via the website or telephone • Virtual sites, such as ‘Show my homework’ ‘My Maths’ and ‘GCSEPod’ are available so that there is far less confusion at home for young people 	<ul style="list-style-type: none"> • Families are invited to attend some extracurricular clubs and activities • 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 SENDco support when required • Weekly drop-in services occur in the IHC for all children with SEND needs and for their parents/carers • Teachers provide additional monitoring information across all subjects for students with additional needs 	<ul style="list-style-type: none"> • Parents/carers are supported in attending, and are actively involved in all school/TAC meetings and SEND reviews • Parents’/carers’ views are an integral part of school/TAC meetings and SEN reviews • 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 • Key workers/advocates are assigned to specific students to aid positive communication • Teachers provide additional monitoring information across all subjects for students with additional needs

3. The curriculum



Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<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 outcomes • All students, regardless of their ability and/or additional needs, have full access to the curriculum during the course of their time in Key Stage 3 • Assessments (including dyslexia testing/Cognitive Ability tests) are 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 interleaving across subjects and spaced practices across year groups encompassing the knowledge base suitable for all students before they leave school and prepare for post16 experiences 	<ul style="list-style-type: none"> • A small number of students in Key Stage 4 have the opportunity to access a bespoke curriculum • Intervention packages are bespoke and needs led • The progress of students taking part in intervention groups is measured on a regular basis • The intervention packages are adapted in light of student progress and this is regularly reviewed • Small group intervention includes: <ul style="list-style-type: none"> - Literacy – reading, comprehension, spelling, writing etc. - handwriting - numeracy - study skills - social skills - memory skills • Social Emotional & Mental Health intervention is also bespoke but can be provided for groups of students as well as 1:1 • External provision is provided by IHC sign-posting • Assessment of need is rigorous before intervention is decided 	<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 • In exceptional circumstances students can be dis-applied from some subjects, but bespoke alternatives put in place. This must be agreed by all involved and it must increase the opportunities beyond school life and not limit life chances

4. Teaching and learning



Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • Teachers have the highest expectations of all students in the class and aim to inspire, foster curiosity and develop resilience • Lessons are carefully planned to include clear stages, regular progress checks and different learning styles • Preferred learning styles are used • Learning Objectives are explained and discussed • Differentiated Success Criteria, task and outcomes are used • Cognitive science is embedding into normal ways of teaching and learning • Students' work should be regularly marked, with targets for improvement and their target grades being visible or easily accessible • Students are given dedicated improvement and reflection time in all lessons • Literacy/numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed and used within Need to Knows • Alternative ways of recording are used where appropriate 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision • All children with SEN are on the Record of Need which highlights their specific needs and advised agreed strategies • Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task - work to the EEF code of practice and advisories and inverted triangle ethos 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 by the use of technology and support in lessons for example: <ul style="list-style-type: none"> - Laptops - Netbooks - IPADS 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from specialist teachers and external agencies • Regular meetings with county advisors to discuss and develop strategies for individual students

5. Self-help skills and independence



Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • Resource boxes are available to students containing overlays, highlighters, dictionaries etc which promote independence • All students can access a regular homework club (after school and lunchtime) • Students in Key Stage 3 can access Need to Know – learning maps in advance of lessons (student UOW) • Technology is available to aid independence • On line planner “Show My Homework” allows students to access support material for homework tasks • Metacognition is weaved into lesson and is part of the Learning Curriculum through PSHCE, tutor time and in reflection lessons every six weeks • Do now tasks help with memory of previous lessons and build neuronal connections about learning to ensure it is embedded 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence • Students have personalised equipment to help them to learn, such as overlays, coloured exercise books and post-it notes • Students have access to: <ul style="list-style-type: none"> - visual timetables - learning passports - prompt cards - traffic light system - time -out cards 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies and a Growth Mind set. TAs 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 • “Meet and Greet” support allows students to voice any concerns about the day ahead to ensure they are ready to learn (Rise and Shine Club and Breakfast Club) • Key Stage 4 one-to-one academic mentoring provides an opportunity for students to plan and discuss any barriers to learning



6. Health, wellbeing and emotional support – Please refer to the IHC report 2018

Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • PSHE lessons include all students • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs • Students are supported by their tutor and Leader of Year • Student issues are dealt with by trained staff, as they arise • Peer Mentors/Lead Learners are trained to support fellow students • Students have access to the school nurse. Sessions are private and confidential • Students have access to SHARE youth workers. Sessions are private and confidential • Risk assessments made for activities as appropriate • “The IHC” provides signposts for support for students to over 40 external agencies • 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"> • PSHCE enrichment days are supported by external agencies who provide expert knowledge and guidance on all aspects of health and well-being • Risk assessments carried out • Deputy Headteacher looks 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 	<ul style="list-style-type: none"> • 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 - Social Care - Youth Centres - Dreadnought - Addaction - Youth worker - Access to parenting courses - Brook - CLEAR - Penhaligan’s Friends - Behaviour Mentor - Dramatherapy - School Nursing Service • Individualised support is provided for students who begin to display early signs of disaffection in Key Stage 3 • Students with specific medical conditions have individual health care plans



7. Social Interaction opportunities

Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need • All students belong to a form/tutor group and house • All students are invited on trips and visits • All students take part in a week long work experience placement at Key Stage 4 • All students take part in an annual challenge week programme at Key Stage 3 	<ul style="list-style-type: none"> • Peer mentors/buddies/lead learners for vulnerable children and young people • Autism Champion ensures social interaction opportunities for students with autism • Key workers encourage targeted students to attend extra-curricular activities • School productions • Extra-curricular through school sport and PE is really encouraged for students on RON especially those who have SEMH barriers to learning • Rise and Shine club available for all students to attend on SEND if staff feel it is appropriate • Social skills groups available for all year groups • IHC provision for relationship education 	<ul style="list-style-type: none"> • Students individually supported by TAs (usually their key worker) to enable their attendance at after school clubs • Learning mentors and TAs use social stories with individual students • Gweres Kernow support for students who need additional support • Bespoke support with key workers



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

Whole school approaches The universal offer to all students	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 • All departments have wheel chair accessible classes • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively • There is a named child protection officer, 'Designated Safeguarding/ Looked After Child' teacher, Kate Jackman • 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 is robust and displayed around the Academy 	<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 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent • Classrooms/halls/corridors are made accessible for young people with sensory needs • Specialist lifts or ramps are used between different levels of the Academy • Evac chair in place with trained staff on hand



9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • Pastoral leads identify students who may need extra support at transition from Key Stage 2 to Key Stage 3 • Primary children visit the academy regularly for specific events • Secondary staff visit and teach/support in feeder primaries • Taster days for students in years 5 and 6, induction days for year 6 students • In year 9 preparations begin for option choices ready for Year 10. All students have an opportunity to discuss with parents/carers and staff regarding choices • Year 11 students are supported with the Sixth Form/Further Education application and interview process • All year 6 students are invited to a week long Summer School to promote social cohesion • All students are invited to a team building day 	<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/HeadStart • Students visit primary schools to discuss learning ahead of transition and hand out Need to Knows a whole term in advance with Year 6 students • Careers South West 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 	<ul style="list-style-type: none"> • The SENDco 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 very 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