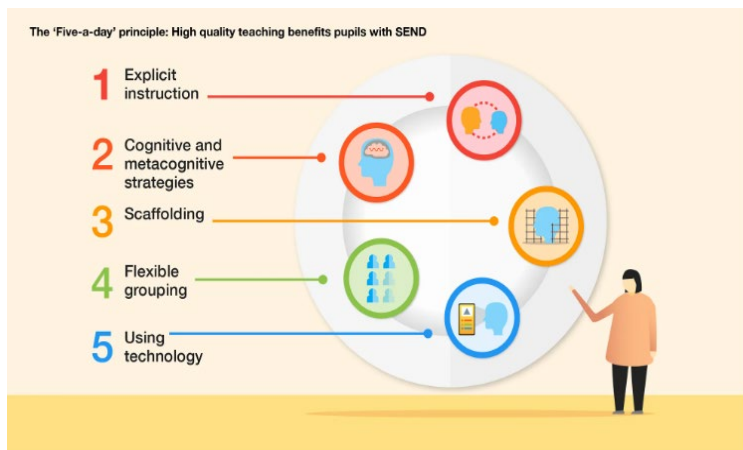


Name of SENDCo: Mrs. Kate Jackman
Contact email: kjackman@looea.net Key Stage 4 SENDCO
Hgardner@looea.net KS3 SENDCO
JJones@looea.net Assistant SENDCO
Contact Phone Number: 01503 262625
Name of DSEN Governor: Miss Eunice O'Connell

Whole School Approach to Teaching and Learning:

Our aim is for students to 'Be the Best they Can Be'. At LCA our strategic planning is at the centre of ensuring all of our students including those with SEND get the best most inclusive educational experience that aims to improve life chances.

Our Teaching and Learning policy ([here](#)) encompass the EEF guidance on the 5-a-Day for high quality teaching of SEND students and our CPD planning informs this approach.



At LCA, we believe that 'Every Teacher and Leader is a Teacher and Leader of SEND'

- ✓ High quality teaching and learning – all teachers are responsible for the learning and progress of every child in their class, including those with SEND
- ✓ An inclusive, scaffolded, and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life
- ✓ Our universal; targeted; personalised provision can be found ([here](#))

Our Graduated Response for Learners:

- ✓ Entry assessments
- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up
- ✓ Identification of children/young people requiring SEN Support and initiation of 'assess, plan, do, review' cycle
- ✓ Consideration of application for an Education, Health and Care Plan

- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Transition visits and liaison with feeder primary schools and attendance to year 6 EHCP reviews and observations in year 5 and 6 classes
- ✓ Liaison with feeder primary SENDCOs and parents from year 6 to gather holistic evidence
- ✓ Entry assessment Lucid Rapid/Exact; MIDYis; NGRT reading; spelling; sensory audits; ND profiling toolkit and SEMH profile assessments
- ✓ Class teacher refers to SENDCO if support put in place by class teacher is not having desired impact
- ✓ LSA weekly discussions and referrals and updates on students as and when/if required
- ✓ Regular discussions with parents and carers, both formal and informal. Parents/carers have access to a SEND Café every week and can book their own appointment slots
- ✓ Ongoing curriculum assessments, school academic reports and celebration books
- ✓ Tracking progress using data to inform APDR, including assessment, attendance, behaviour and student voice ‘All About Me’
- ✓ Evidence gathered by teachers and referrals made to suggest testing for exam access arrangements linked to the normal way of working and selected from end of Year 9
- ✓ Further assessments by specialists, including those from external agencies linked to the four classifications of need

We take a holistic approach by considering all aspects of a child’s development and well-being, working effectively with the Education Welfare Officer, Early Help Hub, Play Therapist, Mentors and the Pastoral Team.

Our senior pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy which now included Peer Mentoring through the NHS for KS3 to assist with transition from year 6 to 7.

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

What	Who	When
Informal Discussions	Teachers	At the end/beginning of the school day, or at other times through prior arrangement
All About Me questionnaires	SEND team/ LSA/parents	At review points, on entry in year 7 and as part of APDR/ whole cohorts at transition points
Students Key Stage Questionnaires	Arranged on Satchel 1, through PSHCE	Student questionnaire x2 -3 annually

<p>Key to Success Evening & Settling-In Evening</p> <p>Focus: attendance; reading; support available</p> <p>Parent Consultation Evenings</p> <p>SEND Café Mondays and by appointment.</p>	<p>Core subject leaders; PSHCE; SEND team; Tutors and Pastoral Team.</p> <p>‘Need to Know’ Leaflet</p> <p>Children, Parents and Carers, Teachers and the SENCo if appropriate</p> <p>Children, Parents and Carers, Teachers and the SENCo if appropriate</p>	<p>Mid-September</p> <p>Every term</p> <p>Through monitoring by SEND and pastoral team – invite or parent/child self-referral whenever needed</p>
<p>“Assess, Plan, Do, Review” meetings for children with SEN</p> <p>Iceberg Analysis for complex needs to combine TAC</p>	<p>Children, Parents and Carers, Teachers, pastoral team and the SENDCo</p> <p>Priority planning</p>	<p>Termly and when an Education, Health and Care Plan needs to be reviewed</p> <p>*Or if attendance, behaviour or attainment is a concern</p>
<p>SMART and LCA SEND reviews</p> <p>Dedicated SEND Learning walks and Drop Ins/book looks/forums</p>	<p>SMART SEND advisors</p> <p>T & L leaders</p> <p>Children</p>	<p>Annually</p> <p>Half termly</p>
<p>Home-School Book for select students</p>	<p>Teachers and Parents/Carers</p>	<p>When daily face to face contact is difficult</p>
<p>Team Around the Child Meetings</p>	<p>Children, Parents and Carers, Teacher, SENDCo and any other professionals who are involved with the child.</p>	<p>Every 6-8 weeks for those children with a need that requires extra focus</p>

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, a more detailed Assess, Plan, Do, Review cycle is established by our SENDCo, Kate Jackman for KS4 and Hayley Gardner for KS3, in partnership with the child/young person, their parents and the class teachers/HOYs. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction – Small group and individual adult support within class using prompting and sentence starters games in 005; individual visual timetables and picture symbols to aid communication about emotions, individual and group work following speech and language support including social stories and staff training regarding processing linked to SALT
- ✓ Cognition and Learning – 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 their work, task management boards – Now and Next. Cognitive sciences embedded in our universal offer and curriculum plans. Pastel coloured PowerPoints and dyslexia friendly fonts. Access to overlays and routines with reading embedded across tutor time and in lessons
- ✓ Social, Emotional and Mental Health – whole school nurture approach, TIS support and one-to-one, out of class therapeutic sessions; intensive classroom support when needed, 1-1 support for pupils from the Educational Mental Health Practitioner/ assessment through first aid mental health leads and ELSA. Time out cards to assist with co-regulation through emotion coaching
- ✓ Sensory and/or Physical Needs – Reasonable adjustments and out of class sensory breaks, one-to-one physical/ sensory support sessions. Ear defenders, weighted blanket and fast passes for quiet classrooms, early to lunch passes. Support with sensory audits which may inform ND profiling tool initiation

During the 2021/22 academic year we had 75 children receiving SEN support and 8 EHCPs. 2023- 2024 we are at 20% SEN support which is higher National Average and have increased our EHCPs by 100% meeting National. Our projection is that we are soon to exceed National Average for the number of EHCP students. Each term students do migrate on or off our Record of Need and this is expected.

We monitored the quality of this provision for SEND by: monitoring 'Assess Plan Do Review's, Welfare notes; we carrying out specific learning walks across subject areas to observe the provision as it was carried out; student shadow experiences; and undertaking more in depth observation of interventions supported by Educational Psychologists and staff from the County Neurodiversity team who assists our SEND team to collect student voice to aid us in improving our provision.

We measured the impact of this provision by setting Tiny Steps targets for each student with EHCPs and keep an eye on interventions which are measurable, attainable, and short-term. We rarely take students out of lessons; we believe the biggest impact in the classroom is the teacher and if students are working at an age below expected for the year, work is not dumbed down, teachers creatively look at ways of making the content assessable for all. Teachers judge how far these targets have been met by students and the SENDCo carefully tracks each pupil on the Record of Need to ensure adequate progress was made. If progress is not adequate a meeting is initiated with parents and gathering of information collected by teachers and a APDR is initiated.

Sometime is there are students with complex needs, this initiates an Iceberg Analysis, where the pastoral team and SEND team collaborate with Education Welfare Officer and external services to identify the best ways to supporting the child.

Support Staff Deployment:

Support staff were deployed in a specific role:

- ✓ Supporting learning within the classroom with responsibility within specific departments such as Maths, Science and English
- ✓ Carrying out interventions both within and aligned to the classroom curriculum with a particular focus on the EEF Scaffolding framework approach
- ✓ Specially trained in Emotion Coaching and co-regulation to help assess the emotional development of any children in their class with a specific need in this area and provide therapeutic support for those children
- ✓ Completion of reflections from the following resource. Showing reflection in pedagogy through on the job training and the importance of navigating relational interactions as a role model

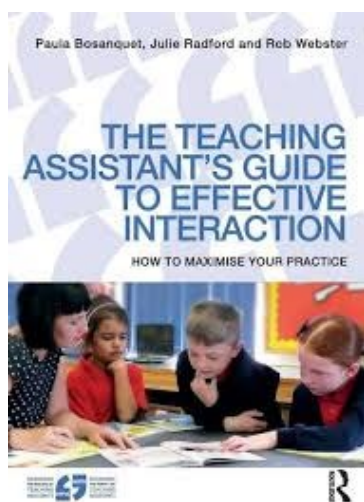


Figure 2. Scaffolding framework for teaching assistant-pupil interactions



- ✓ Deployment contracts are agreed through teacher and LSA which are led by and relevant to EEF Maximising TA in the classroom guidance
- ✓ LSAs are supporting scaffolding, adaptive teaching through flexible grouping and are there to supplement and not replace teachers

We monitored the quality of this support by carrying out learning walks across faculty areas to observe how support staff are being used, by observing support staff and carrying out interventions and incremental coaching aims. Head of Curriculum areas measure the impact of subject specific interventions (every leader is a leader of SEND) by analysing attainment, attendance and progress data, through looking for patterns and tendencies through liaison with SENDCo, middle leaders select the right students for the right interventions in rapid time.

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
SEN Various	Kate Jackman SENDCO Qualified SENDCO Qualified SMHL NPQSL and NPQH Hayley Gardner (new in post April 2024) Qualified SENDCO SALT	Trust network meetings CACE representative for SMART EEF Maximising TAs in the classroom EEF SEND in the Mainstream schools Precision Teaching Engagement Curriculum
Social, Emotional and Mental Health ELSA	Kate Jackman Anna Sallows Ashleigh Woolaston Jackie Jones	Senior Mental Health Leader Attachment / TIS Supervision /bereavement Currently training to support parents/staff with SEMH TIS Supervision / First Aid MH/counselling training First Aid Mental Health/ELSA Autism Champion Trained/ Read Write Ink Trained
Communication and Interaction	Hayley Gardner SENDCO Jackie Jones Ruth Carter LSAs LSAs /Teachers Kate Jackman/ Jackie Jones Hayley Gardener/ Ruth Carter	Selective Mutism / SALT Autism Champion Autism Champion ASC girls who mask training ASC training from County ASC team and teacher clinic ND Profiling Toolkit Training

<p>Cognition and Learning</p> <p>A focus on whole school routines has assisted with reducing cognitive load. Non negotiable Teaching and Learning routines are being revisiting through an interleaved CPD drip fed programme</p>	<p>Kate Jackman</p> <p>Jerry Kevern</p> <p>Jan Owen / Beth Hicks</p> <p>Beth Hicks</p> <p>50% staff (new staff to access training through Induction)</p> <p>Hayley Gardner/Lucy Oldham and Kate Jackman</p> <p>All staff</p>	<p>EEF Metacognition training</p> <p>Power Up Lead training</p> <p>Read Write Ink Fresh Start</p> <p>Dyscalculia</p> <p>Cognitive Science training & Metacognition</p> <p>SEND in the Mainstream training led by LOL</p> <p>Maximising the TA in the classroom – KJA/LOL</p>
<p>Social, Emotional and Mental Health</p>	<p>LSAs and select staff</p> <p>All Staff</p> <p>All Staff (New staff to cover in Induction Training)</p>	<p>Emotion Coaching</p> <p>De-escalation training led. By Gemma Riley</p> <p>All staff embedding - When the adult changes, everything changes. Paul Dix</p> <p>Training 2022- 2024 CPD incorporating new Relationship and Behaviour policy linked to new Teaching and Learning Policy</p>
<p>Sensory and Physical</p>	<p>Hayley Gardner SENDCO</p> <p>Jackie Jones</p> <p>Ruth Carter</p> <p>PE department / Science department</p>	<p>ASC Training Devon Council</p> <p>Autism Champion</p> <p>Autism Champion</p> <p>Occupational therapy support for specific students</p>

We monitored the impact of this training through...

- SEND reviews
- QA of lessons and routines in place
- Teaching and Learning Drop-ins
- Observing interventions
- Student shadow and observations
- Talking to children
- Attainment, attendance, behaviour, and progress
- Celebration books
- EHCP Tiny Steps progress

Partnerships with other schools and how we manage transitions:

We worked with feeder schools and schools where students arrive solely on their own in the area in the following ways:

- ✓ Primary offer across subjects
- ✓ Year 6 children mixed with other schools in the area for transition visits with their secondary schools
- ✓ Peer mentor opportunities – Enhanced transition days, curriculum experiences across all subjects throughout the year
- ✓ Meetings with new families in our SEND café to offer tours and photographic journeys
- ✓ SEND visits to all children with SEND in feeder primary schools to observe and speak to children and complete 'All About Me'

A smooth transition from Primary to Secondary education is ensured. More information on this can be found on our website.

The transition from Year 6 to secondary school is supported through a carefully planned transition programme which is enhanced through bespoke ways to suit the needs of individual children and family preferences.

Ongoing development:

We work hard to ensure that any areas of support for our learners which can be improved, are identified and strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan. Focusing on what is good for children with SEND is good for all students. Having routines and reading as key focuses helps to narrow the gap. Every teacher is a teacher of literacy and this is where children with SEND are prioritised in classrooms.

Our complaints procedure:

Our complaints procedures can be found on our school website.

There has been 1 complaint about SEN support and provision since 2018.

Other relevant information and documents:

The Designated Safeguarding Lead is Ashleigh Woollaston

The Designated Children in Care person in our school is Kate Jackman

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website, [here](#)

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website, [here](#).

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website, [here](#)

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website, [here](#).

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.