



## **Special Educational Needs and Disabilities Information Report September 2024.**

Government Legislation requires us to publish a report called the SEND Information report (which complies with section 69 (2) of the Children and Families Act, 2014, the Special Educational needs and Disability regulations 2014, and the SEND Code of Practise January 2015).

Mounts Bay Academy has an inclusive philosophy, you can attend Mounts Bay Academy if you live in our locality irrespective of any disability and/or special need. We recognise that our students, visitors and staff, whether having a special educational need, being disabled or otherwise, have individual additional and different needs when using the Academy and its facilities. As part of this, we also recognise that for some students the nature of their needs or disabilities may mean that they experience specific difficulties relating to their access of education, and the physical environment of the Academy itself. As part of our work, both as professionals and people, we are committed to delivering inclusive educational provision, where our students with disabilities or additional needs enjoy equal opportunities to succeed and thrive within not only the physical environment of the Academy itself but also within the curriculum, the local and wider communities, and when they go on to their next steps in their education journey.

This SEND information report is co-produced by the SENDCo, Principal, Senior Leadership and SEND teams, it incorporates our Academy offer, which lays out provision available for students with Special Educational Needs and Disabilities here at Mounts Bay Academy.

The name of the Operational Special Educational Needs and Disabilities Co-ordinator (SENDCo) for Fowey River Academy is Miss Claire Drew, she can be contacted on 01736 363240 or [cdrew@mountsbayacademy.org](mailto:cdrew@mountsbayacademy.org) , the name of the Executive Secondary SENDCo for LEAP is Mrs Vikki Rolls, she can be contacted on 01736 363240 or [vrolls@mountsbayacademy.org](mailto:vrolls@mountsbayacademy.org)

Mounts Bay Academy is set out for all students to succeed. With students being assigned to an individual tutor group, year group and to one of the houses we ensure that a sense of belonging is developed for all our students. We endeavour to ensure all our students progress in all areas of school life; we work in collaboration with parents/carers and students, to make sure this happens.

We therefore ensure that students who have a special need are able with intervention, support and personalisation to achieve their full potential. Our SEN staff are deployed to offer the best and varied intervention possible in order for students to be able to make progress. Every SEN student has access to a Deputy Head of Year, pastoral lead for the year group, who will act as a link to teaching staff to enable any barriers to learning to be overcome.

Our Local Offer is information for the parents/carers of children who have Special Educational Needs and disabilities (SEND) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive, if they choose Mounts Bay Academy for their children.

The named SEN Governor is Mrs Jo Atkinson




### **The levels of support and provision offered by our school**

All classes are fully inclusive, support for children and is determined by individual need and circumstances. We have high expectations for all our students and we aim to fully extend their academic and social development. At Mounts Bay Academy students may receive varying levels of support

according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision, as such levels of support and provision will vary across time for individual children in response to their individual needs.




## The levels of support and provision offered by our academy

### 1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p><b>The views and opinions of all students are valued.</b></p> <p><b>Students voice is represented in all aspects of the academy.</b></p> <p><b>Student voice is heard through:</b></p> <ul style="list-style-type: none"> <li><b>Co-production</b></li> <li><b>Consultation</b></li> <li><b>Focus groups</b></li> <li><b>Questionnaires</b></li> <li><b>Junior Leadership Team</b></li> <li><b>House Representatives</b></li> <li><b>Crew meetings</b></li> <li><b>Heads of Houses</b></li> </ul> <p><b>Through having all these positions, all students have the opportunity</b></p>	<p><b>Students with SEND are included in all consultation groups.</b></p> <p><b>Additional provision is developed in light of student voice.</b></p> <p><b>Children set their own targets during reviews.</b></p> <p>Reviews with student and tutor, with APDR reviewed every semester with student and form tutor. Student voice with termly SEND student panels held. Use of positive behaviour reports if needed. Year 11 progress monitoring and support with senior team where vulnerable students identified.</p>	<p><b>Individual support is responsive to the views of the student. With access to interventions and iCollege being available to students with needs with a bespoke timetable being available.</b></p> <p><b>Students' views are an integral part of TAC meetings and SEN reviews. Allowing children to voice their own perceptions regarding learning.</b></p> <p><b>Students are supported in personalised centered planning and target and outcome setting.</b></p> <p><b>Advocacy is available to ensure the above.</b></p>

<p>to share their ideas about the academy.</p>		<p>All documentation is presented in a format that is accessible to the student.</p> <p>Individual personalised timetables where appropriate.</p>
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## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school works in partnership with all parents and carers.</p> <p>The parents/carers of all students attend parent/carer evenings.</p> <p>Students' tracking reports are sent home twice a year.</p> <p>Parent/carers know whom to contact if there are any concerns (the child's tutor).</p> <p>The virtual learning environment, blogs, facebook, twitter and/or website, enables parent/carers to understand more about what their young person is learning.</p>	<p>Families are invited to attend information sessions re: supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing</p> <p>Parents are informed as to when changes are happening to their child's provision and what intervention is being put in place.</p> <p>Parents are able to contact school with concerns at any time, and an appropriate person will aim to contact them as soon as possible.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</p> <p>Parent/carers views are an integral part of TAC meetings and SEN reviews.</p> <p>All documentation is presented in a format that is accessible to individual parents.</p> <p>Home/School Link Diary is supplied for specific individuals where more contact is necessary</p> <p>Parents have contact with Deputy Heads of Year who are assigned to the child. They are able to discuss the provision that is being put</p>

<p><b>The Newsletter is published weekly.</b></p> <p><b>Email is part of the regular service to and from parents.</b></p> <p><b>Firefly access is available to students, staff and Parents/carers so the curriculum can be seen by all.</b></p> <p><b>Arbor is also used to communicate homework, achievement and behaviour to parents.</b></p> <p><b>Each lesson's work is available via the online platforms.</b></p> <p><b>Arbor is used to communicate any important information.</b></p> <p>Year 6 open day and evening.  Parent information and settling in evenings, with meet the tutor, for all year groups.  Year 9 Options evening.  Parents' evenings, where parent questionnaires are given out,  year 11 invitation only parent evening in addition to an earlier year 11 parents evening for all.  School website.  Celebration of achievement evening and year 11 ball.</p>	<p>Parental meetings with tutors, heads of year, CGS managers, SENDCo, Assistant heads, DSL, and head as appropriate.</p> <p>Close working relationship between Attendance lead and local Education and Welfare officer.</p> <p>Police Community support and Liaison officer involvement.</p> <p>Reviews with student and tutor, with APDR reviewed when needed with student and form tutor, at least termly.</p>	<p><b>in place and how they can support the education plan at home.</b></p> <p><b>All documentation is presented in a format that is accessible to individual parents.</b></p> <p><b>Parents/carers are invited to meetings with the Heads of School/SENCO/Heads of Year, Teachers as well as other outside agencies:-</b>  <b>Family support</b>  <b>Educational Psychologists.</b></p> <p><b>ASD Team</b>  <b>School Nurse</b>  <b>Early Support meetings</b>  <b>Children's Social Care</b>  <b>Vison Support Meetings</b>  <b>Hearing Support Meetings</b></p> <p>EHC plan annual review meetings.  Common Assessment framework referrals (CAF process).  Team around the Child (TAC) meetings.  Child in Need (CHIN) meetings.  Child Protection (CP) meetings.  Child in care (CIC) meetings, and designated teacher for children in care (DTCIC) in place.  Regular contact with parents and carers as required.  Referrals to external partner agencies.  Signposting to the Care in Cornwall (Cornwall Family information service, SENDIASS team and other appropriate external agencies.</p>
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### 3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Assessments (including dyslexia</p>	<p>Students have the opportunity to access a bespoke curriculum which are needs led.</p> <p>The progress of students taking part in intervention groups is measured on a regular basis.</p> <p>The intervention packages are</p>	<p>Students are supported in following their interests and their chosen curriculum, regardless of their SEN and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSEs.</p> <p>Students with special needs and/or disabilities can access the curriculum with adult support as</p>

<p>testing)/Cognitive Ability tests are used to identify students who need specific interventions.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>There is detailed planning for all subjects.</p> <p>Students are grouped within lessons to support their learning.</p> <p>A range of learning styles are used with in classrooms.</p> <p>Learning Targets and clear outcomes are displayed and discussed, these are also referred back to during the lesson for students to be aware of what they are learning.</p> <p>Differentiated Success Criteria are displayed and referred back to. These are linked to the ability levels of the students within the room.</p> <p>Ongoing assessment of pupil's progress and attainment.</p> <p>Peer Assessment is also a regular feature.</p> <p>Target grades and current working levels are shared with students.</p>	<p><b>adapted considering student progress.</b></p> <p><b>Small group intervention includes:</b></p> <ul style="list-style-type: none"> <li>- Literacy – reading, spelling, comprehension</li> <li>- Numeracy</li> <li>- Speech and language</li> <li>- Study skills</li> <li>- Social skills</li> <li>- Dyslexia</li> <li>- Dyspraxia (Funfit)</li> <li>- Read, Write, Ink</li> <li>- Social Stories</li> <li>- Self management</li> <li>- Exam preparation</li> <li>- Lucid</li> </ul> <p>Curriculum provisions which include small group work and specialised interventions either in departments or in iCollege.</p> <p>Sparx reader to help support literacy and promote a love of reading.</p>	<p><b>appropriate.</b></p> <p><b>In exceptional circumstances students can be extracted from some subjects. This must be agreed by all parties involved.</b></p> <p><b>Ongoing review of Pupil Passports</b></p> <p><b>Regular contact with parents via a Home/Link Diary</b></p> <p><b>Support from specialist professionals</b></p> <p><b>Multi agency meetings to review areas of difficulty and levels of support</b></p> <p><b>Differentiated timetable and activities</b></p> <p><b>Individualised learning programme</b></p> <p><b>1:1 tuition as appropriate</b></p> <p><b>Autism Champion working alongside the ASD team</b></p> <p><b>Additional Sensory input in collaboration with the Occupational Therapy Service/ EP service/ Outreach Service</b></p> <p>Alternative provision options with local short stay school providers, or external provisions. Students based in iCollege will follow a bespoke curriculum personalised to their needs.</p>
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<p><b>Literacy and numeracy is a focus.</b></p> <p><b>Literacy strategies are being developed across the school with all staff supporting students on basic punctuation and literacy skills.</b></p> <p><b>Effective ICT across the curriculum.</b></p> <p><b>Use of iPads</b></p> <p><b>Opportunities to learn through individual and group discussion.</b></p> <p><b>Opportunities to work independently.</b></p> <p><b>Opportunities to work collaboratively.</b></p> <p><b>Opportunities for reflection on work by students and staff.</b></p> <p><b>Whole academy rewards/ behaviour policy.</b></p> <p><b>Structured routines followed.</b></p>		<p>We have TIS trained practitioners who offer TIS therapy to identified students. With all staff due to receive further TIS training in November.</p>
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4. Teaching and learning



<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The whole school uses a ‘dyslexia friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Mixed ability groupings to promote progress.</p> <p>The Learning Target is displayed, discussed and referred back to during each half term.</p> <p>Preferred learning styles are used frequently.</p> <p>Learning Targets are displayed and discussed, as well as frequently revisited during the lesson and reflected on.</p> <p>Differentiated Success Criteria is displayed.</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>- Ensure understanding</li> <li>- Facilitate learning</li> <li>- Foster independence</li> <li>- Keep students on task.</li> </ul> <p>If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher.</p> <p>Independent student learning is supported by the use of technology, For example:</p> <ul style="list-style-type: none"> <li>- Laptops</li> <li>- Voice recognition software on IPADS</li> </ul> <p>Special examination arrangements are put in place for internal KS4 and external tests and examinations (readers scribes etc.),</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>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.</p> <p>Outreach from special school requested for advice on teaching and learning.</p> <p>Teaching at times can be in separate rooms / areas of school</p> <p>Specified/Identified time with class peers</p> <p>Access to identified resources such as ICollege.</p> <p>Advice and support from external specialist i.e. Autism advisor, Educational psychologist, Speech and language therapist, etc.</p>

Students' work is regularly marked, in line with the school marking policy), and their target grades should be visible or easily accessible.

Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.

Alternative ways of recording are used.

Opportunities for self-assessment and peer assessment

Effective feedback is used to move pupils on in their learning.

Structured environment within each class

Consistent routines and systems across the whole school.

VAK multi-sensory teaching approaches

Whole class, small group, partner and independent work.

High expectations are made explicit.

Time for reflection and response

Homework is set through Arbor.

School holds regular trips for the children

Additional visual clues and guidance

Individuals targeted questioning


Time and support given before responses are required.



Pre-teaching is used to support children preparing them for their learning

ICOLLEGE where students are taught by subject specialist teachers regularly.

<p><b>Subjects include outdoor trips and visits from outside speakers.</b></p> <p><b>Access to online learning.</b></p> <p><b>Class and academy expectations are consistently emphasized and a positive approach to these is adopted at all times.</b></p> <p><b>Homework support is available in the homework club.</b></p> <p>PACE strategies used in lessons.  Clear and consistent behaviour policy embedded and applied school wide.  Whole school staff SEND training and information sharing, including updated training on the graduated response and Assess Plan Do Review cycle, with tutors helped in co-constructing students individual APDR targets.  Whole staff training on ASD.  Regular SEND briefing with updates for whole staff.</p>		
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5. Self-help skills and independence

<p>Whole school approaches  The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p> 
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<p>Technology is available to aid independence e.g.IPAD</p> <p>Tutors support students to ensure that they have the right equipment with them in order to be independent within the lessons.</p> <p>All students can access a regular homework club.</p> <p>Adult modelling of expectations and interactions</p> <p>Students with specific responsibilities</p> <p>Regular PSHE lessons fortnightly.</p> <p>Independent work opportunities</p> <p>Consistent routines and behaviour expectations Whole school rewards and behaviour policy using E Codes, HPL stickers, Divincis, Postcards home.</p> <p>Half colours Rewards</p> <p>Full colours Rewards</p>	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as overlays.</p> <p>Technology is available to aid independence e.g. 'Dragon dictate' voice recognition is available on all school iPads</p> <p>Students have access to:</p> <ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- Learning passports</li> <li>- Task cards</li> <li>- Prompt cards</li> <li>- Traffic light system</li> <li>- Leave lessons five minutes early</li> <li>- Time Out cards</li> </ul> <p>Access to the Deputy Heads of Year for support</p> <p>Careers South West offering in school targeted support.</p>	<p>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.</p> <p>Additional support is shared to build resilience in the young person, so that they have self coping strategies when and if the teaching assistant is absent</p> <p>Personalised timetables are in place to support.</p> <p>ICollege available to students who find accessing mainstream lessons difficult where lessons are streamed to them via their IPAD.</p> <p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers</p> <p>Students have access to : visual timetables taskcards</p>

<p><b>House Points are used to reward self-help skills and independent learning</b></p> <p><b>Medical protocols in place</b></p> <p>Wide variety of extra-curricular activities, through the MIXX curriculum enrichment program.  School nurse drop-in and referral system.  School accessibility plan.  Work experience program for students in year 10, and careers planning and next steps programs as part of PSHE.  GPDR compliant.  Adventure learning week to ensure our students understand the importance of creativity and resilience, linked to the PSHE curriculum.</p>		<p><b>promptcards</b>  <b>traffic light system</b>  <b>Red, Green cards</b>  <b>Time out cards</b>  <b>Intimate care plans following advice from professionals aiming towards independence.</b>  <b>Communication Mat</b>  <b>Communication aids</b></p> <p><b>Individual visual timetable/ schedule</b></p> <p>Break and lunchtime supervision where appropriate, in the Compass centre if needed.  Referrals to external agencies, community groups and social inclusion schemes. This includes working with professionals in school time as and when needed.  Where needed students will be offered support to attend the lesson 0 or lesson enrichment lesson once per week.  Weekly work with the Visual support team, and termly involvement with the Hearing support team.  Weekly work and support from the Autism team, including small group workshops for KS3 and KS4, Parent cafes, and Transition cafes</p>
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## 6. Health, wellbeing and emotional support

<p>Whole school approaches  The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<p>PSHE lessons include all students.</p> <p>Tutor programmes are followed in Tutor time.</p> <p>School Prefects are used to support students in ensuring that they feel safe</p> <p>Students have access to the school nurse. Sessions are private and confidential.</p> <p>Bereavement counselling available.</p> <p>Student issues are dealt with by trained staff, as they arise.</p> <p>Risk assessments are carried out.</p> <p>Positive learning environment with excellent staff role models Focus on developing confidence and self esteem</p> <p>The contributions of every child are valued – secure and supportive learning environment.</p> <p>Well trained and experienced staff</p> <p>A body of staff trained in first aid to ensure the safety of students</p> <p>A variety of extra curricular clubs. At lunch times and after school.</p>	<p>Breakfast Club is available on a daily basis.</p> <p>Emotional / health workshops are available.</p> <p>Risk assessments are carried out on the specific activities that are in place.</p> <p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>- Self-esteem</li> <li>- Social skills</li> <li>- Life skills</li> <li>- Self management</li> <li>- Trauma Informed Interventions</li> <li>-Zones of Regulation</li> <li>- Anxiety Support</li> <li>- Anger Management Support</li> </ul> <p>Focus on developing shared attention skills</p> <p>Social stories</p> <p>Parent liaison</p> <p>Weekly Access to school nurse</p> <p>Access to Compass for vulnerable students who need time out.</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <p>Additional support for students can be requested from</p> <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Youth Centres</li> <li>- Dreadnought</li> <li>- Aspires</li> <li>- Penhaligons Friends</li> <li>- Music therapy</li> <li>- School Nurse</li> <li>- Social Care</li> <li>- Cornwall/Duchy/ Truro College</li> <li>- CAMHS link</li> <li>-Youth Worker</li> <li>-Family Support Worker</li> <li>-Wave Project</li> <li>-Equine Therapy</li> </ul> <p><b>Specific medical routines</b></p> <ul style="list-style-type: none"> <li>• Common Assessment framework referrals (CAF process).</li> <li>• Team around the Child (TAC) meetings.</li> <li>• Child in Need (CHIN) meetings.</li> <li>• Child Protection (CP) meetings.</li> <li>• PEP meetings termly for children in care.</li> <li>• Annual Review, EHC Plan review meetings.</li> </ul>
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<p><b>Prefect positions in Y11 are available to the whole academy.</b></p> <p>Designated safeguarding lead, designated teacher for children in care.</p> <p>All staff receive regular safeguard training updates, including Prevent strategies. Attendance officer to monitor and support students' attendance, through liaison with Education Welfare Officer.</p> <p>School wide rewards system, including merits for individual students, and house rewards at the end of each semester. Wide variety of extra-curricular activities, through the Enrich and Enrich plus program. Year assemblies.</p> <p>Targeted youth drop-in and referral system, drop in school nurse sessions. School medical officer and First Aid team. Range of school policies (please see policies on school website).</p>	<p><b>Compass is available for breaks and lunchtimes for students who need support</b></p> <p><b>Lunch bunch is available for students who need support during lunchtime.</b></p> <p><b>Students have access to the School Nurse- sessions are private and confidential- and bereavement counselling is also available</b></p> <p>Careers South West offering in school targeted support. PACE strategies used in lessons and interventions when needed.</p>	<ul style="list-style-type: none"> <li>• Regular contact with parents and carers as required.</li> <li>• Referrals to external partner agencies.</li> </ul> <p><b>Individualised support is provided for students who begin to display early signs of disaffection in KS3.</b></p> <p><b>Students with specific medical conditions have individual health care plans.</b></p> <p><b>Increased joint working between parents, school and multi agencies</b></p> <p><b>Individual sensory breaks</b></p> <p><b>Individualised emotional support</b></p> <p><b>Positive Support Plans</b></p> <p><b>Individual risk assessments</b></p> <p><b>Individual programmes can be developed for those students who need more intense support with development of emotional health.</b></p>
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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p><b>All students have opportunities for social interaction, regardless of need.</b></p> <p><b>All students belong to a form</b></p> <p><b>All students are invited on trips and visits.</b></p> <p><b>All students belong to a House within the school. They are all invited to take part in House competitions and events</b></p> <p><b>Transport is available for all students to get home after any academy clubs.</b></p> <ul style="list-style-type: none"> <li>• Wide variety of extra-curricular activities, through the Enrich and Enrich plus program.</li> <li>• Adventure learning weeks.</li> <li>• Work experience in year 10.</li> <li>• Sports day.</li> <li>• Year assemblies weekly.</li> <li>• PACE strategies used school wide.</li> <li>• Celebration of achievement evening and Year 11 leavers ball.</li> </ul>	<p><b>Prefects used for vulnerable children and young people.</b></p> <p><b>Autism champion ensures social interaction opportunities for students with autism.</b></p> <p><b>The Teacher of the Deaf works closely with the SENDCO and teaching staff to ensure classrooms are accessible.</b></p> <p><b>The Vision Support team work closely with the SENDCO, Site Team and teaching staff to ensure the school site and classrooms are accessible.</b></p> <p>Use of the neurodiversity profiling tool to access the neurodiversity pathway, external training received on this for SENDCo and appropriate use.</p> <ul style="list-style-type: none"> <li>• Restorative sessions.</li> </ul>	<p><b>Autism champion uses strategies to engage individuals in how to socially interact.</b></p> <p><b>Social stories with individual students.</b></p> <p><b>Meetings with parents to discuss and plan opportunities to ensure that individuals can access the event.</b></p> <p><b>iCollege are available for individual students who need extra support.</b></p> <ul style="list-style-type: none"> <li>• Individual adaptations to timetables and grouping within lessons, to allow for cooperative learning with others.</li> <li>• External support groups.</li> <li>• The TIS approach, used across the whole school with all staff having received whole school TIS training.</li> </ul>



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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<p>All areas of the school are accessible to everyone including those students with SEND.</p> <p>All faculties have wheel chair accessible classes.</p> <p>Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment by giving out E Codes HPI Stickers DaVinci Postcards sent Home Half- Colours</p> <p>Full Colours</p> <p>The rewards and sanctions system is Robust.</p> <p>Following the Three Rs.</p> <p>Well lit and well-resourced environment</p>	<p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adapted PE equipment available.</p> <p>There are named adults who are team teach trained.</p> <p>Compass and iCollege</p> <ul style="list-style-type: none"> <li>• Management of medical needs: Epilepsy, diabetes, etc. Including liaison with medical professionals.</li> <li>•</li> </ul>	<p>Specialist equipment in practical lessons enable disabled students to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people</p> <p>The lift can enable students to reach all classrooms in the main building.</p> <p>Adjustable chairs</p> <p>Sinks put at a level which can be reached.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> <p>Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards</p> <p>Specialist communication aids</p> <p>Disabled Toilets on each floor</p>
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**Visually clear classrooms**

**Accessible toilets**

**Appropriately sized tables, chairs and furniture for each class to give full access for pupils.**

**Every class has: word walls, rich vocabulary,**

**Children have access to whiteboards, digital cameras, iPads**

**Flexible learning – inside and outside**

**Library**

**Areas of the playground designated for different Year Groups.**

**Classrooms are well-organised and clutter free.**

9. Transition from year to year and setting to setting

Whole school approaches  
The universal offer to all children and YP



Additional, targeted support and provision



Specialist, individualised support and provision



<p>There are strong links with feeder primary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3</p> <p>Primary children visit school regularly from Year 3 for specific events.</p> <p>Secondary staff visit and teach/support in feeder primaries.</p> <p>Taster days for students in Years 5 and 6.</p> <p>Students are supported in making their choices in Year 8 with interviews with Senior Leadership Team to support.</p> <p>Year 11 students are supported with the sixth form/FE application and interview process. This is completed with Tutors.</p> <p>All students have a meeting with a Careers Advisor in Year 11.</p> <p>All year 11 students have supported visits to post 16 colleges in the area.</p>	<p>Students identified as possibly struggling with transition have many additional visits in small groups</p> <p>Additional Transition Days are put in place for those students who are deemed as vulnerable.</p> <p>Extra visits are laid on for Year 6 pupils and Year 11 students attending college.</p> <p>Careers Southwest work with more vulnerable students to ensure that pathway is in place Post 16.</p> <p>Buddy' or peer systems are in place for students who are particularly vulnerable at transition</p> <p>All relevant information is given to new setting Visual cues/photographs/individual internal visits to promote positive transition.</p> <p>SENCO and Vice Principal and LSM visits students at primary school.</p>	<p>The SENCO attends Year 6 annual EHCP reviews (and earlier if the parent requests).</p> <p>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.</p> <p>Post 16 providers are invited to attend transition reviews.</p> <p>Students with SEND have extra visits to college in Year 11.</p> <p>Early identification of LSM to help build familiarity (as required)</p> <p>On occasion the student may have a Trusted Adult who spends time with them in primary school and who then supports them during the transition to secondary</p> <p>1-1 visits to secondary school</p> <p>Identified transition in the summer term</p> <p>Advice from other agencies to support individual transition</p>
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## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Penhaligon Friends</b>	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. We offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	<a href="http://www.penthaligonsfriends.org.uk/">www.penthaligonsfriends.org.uk/</a>
<b>Primary Mental Health Care Nurse</b>	This service works with families to support the mental health of the child.	<b>Bolitho House Laregan Hill Penzance</b>
<b>CHES</b>	This service supports education both at home and in school, offering one to one tuition. Please refer to SEND Directory	<a href="mailto:etennant@wavemat.org">etennant@wavemat.org</a>
<b>CAMHS</b>	This service works with families to support mental health well-being.	<b>1 Laregan Hill, Penzance TR18 4NY</b> <b><a href="tel:01736571000">01736 571000</a></b>
<b>Educational Psychologist</b>	This service helps to support teachers and students in strategies around a students' educational needs from a psychological perspective. Offer the following support:  <b>Consultations with parents and staff</b>  <b>Assessment for individual pupils</b>	<b>Lucy Yeamons</b> <b>2nd Floor Dolcoath Offices Dolcoath Avenue</b> <b>Camborne TR14 8 SX Telephone: 01209 614175</b>

	<p><b>Advice on strategies to support children and young people</b></p> <p><b>Attendance at multi-agency meetings and review meetings</b></p> <p><b>Contributing to statutory assessments and</b></p> <p><b>Single Education and Health Care Plans</b></p> <p><b>Training for school staff, other professionals, parents and young people</b></p> <p><b>Coaching/supervision for teachers and other staff</b></p>	
<p><b>Autistic Spectrum Team</b></p>	<p><b>Autistic Spectrum Team</b> This service works with the school and the family, offering strategies to support students with Autism. This can include classroom and home observations. They also play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team promote a joint problem-solving approach and promote interventions that are evidence based.</p>	<p><b>Rebecca Thomas</b>  <a href="mailto:specialeducation@cornwall.gov.uk">specialeducation@cornwall.gov.uk</a></p>
<p><b>Education Health and Social Care</b></p>	<p>This service works with the school and family, offering strategies to support students from an emotional and Social perspective.</p>	<p>Please refer to SEND Directory</p>

School Nurse Service	Provide advice and health information.	Alverton Practice Penzance
Occupational Therapist	Occupational Therapy (OT) aims to support children and young people in getting the most from their lives and achieving their potential. The OT will assess your child's functional and sensory needs and will work with you and your family to enable your child to become as independent as possible. This is likely to include activities designed to increase range of movement, coordination and sensory awareness. The OT will give advice on personal care, play, school work, and leisure activities. Hand splints may be supplied for comfort and development of skills. Specialist equipment to promote function and learning may be provided to help your child at school or home. This may include specialist seating.	Children' Community Therapy Team Royal Cornwall Hospital Truro Referral through Early Help Hub
Alternative augmentative communication Team	Support the use of PECs / Makaton / visual communication environments and Alternative and Augmentative Communication (AAC) and give support to parents /carers and local settings in how to take these systems forward.	aacsupport@cornwall.gov.uk
Hearing Support Team	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	The Educational Audiology Centre Priorv Road St Austell PL25 5AB

**The Cognition and Learning Service**

**The Cognition and Learning Service is one of several SEN Support Services which are part of the Education and Early Years Service.**

**The service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Cognition and Learning needs.**

**The service works with learners with Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome).**

[www.cornwall.gov.uk › cognitionandlearning](http://www.cornwall.gov.uk/cognitionandlearning)



<p><b>Service for the Visually impaired</b></p>	<p><b>Specialist specific teaching for learners with visual impairment (for example Braille)</b></p> <p><b>Specialist teaching in using assistive technology for our learners with the most significant visual needs.</b></p> <p><b>Mobility and orientation training for our learners with the most significant visual needs.</b></p> <p><b>Functional visual assessments, followed by written reports and advice.</b></p> <p><b>Support and advice for families of young children following diagnosis.</b></p> <p><b>Training for staff working with our learners.</b></p> <p><b>Specialist advice on the adaptation of educational materials to allow our learners equal access to the curriculum.</b></p> <p><b>Advice on specialist equipment which may enhance learning opportunities.</b></p> <p><b>Statutory reports such as Statement advice,</b></p> <p><b>Annual Review advice.</b></p> <p><b>Liaison with a range of other professionals from Health, Social Care and the Voluntary Sector.</b></p>	<p><b><a href="mailto:vision.support@cornwall.gov.uk">vision.support@cornwall.gov.uk</a></b></p>
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<p><b>Penhaligon's Friends</b></p>	<p>A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. We offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.</p>	<p><a href="http://www.penthaligonsfriends.org.uk/">http://www.penthaligonsfriends.org.uk/</a></p>
<p><b>Hayle Youth Project</b></p>	<p>Support young people in making positive life choices by providing diversionary activities that nurture a sense of self-belief and worth. They support young people in challenging situations and help support the overcome barriers they may face.</p>	<p><a href="https://www.hayle-youth-project.org.uk/">https://www.hayle-youth-project.org.uk/</a></p>
<p><b>Wellbeing Therapist,</b></p>	<p>She works with children and young people who are struggling, they have complex social and emotional needs and accompanying destructive behaviours which are their automatic coping devices.</p>	<p><a href="http://www.cafedisruptif.com/mod.html">http://www.cafedisruptif.com/mod.html</a></p>
<p><b>External Services:</b>  <b>BF Adventure (Developing students' confidence, self-esteem independence)</b>  <b>Careers South West (Careers, Independent Advice and Guidance)</b>  <b>CLEAR (Support for Domestic Violence)</b>  <b>Dreadnought (Support for students with emotional well-being, anger management)</b>  <b>SHARE (information and guidance for young people aged 13-15 years)</b></p>		<p>Please refer to SEND Directory or Family Information Website</p>

## Answers to Frequently asked Questions

Below are examples of questions that parents may ask a school. Schools are encouraged to create their own questions with the parent/carers of children or young people attending that school.

### 1. How does your school know if children/young people need extra help?

This may be passed on through the feeder school (through Primary Transition). This can also be communicated by parents if they have any concerns. However, as a school we also use data and student current performance to identify if students are underperforming and, therefore, may need additional support. Teachers and Head of Houses can also refer a student to the SEND team if they feel that additional support is needed.

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

Contact the SEND team to share your concerns. We will then discuss with you the options available to you and your child. Please contact the child's tutor in the first instance or the Director of Progress. If you would like further guidance, you can contact the SENDCO for further support.

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

We are all responsible for the progress of a child and work as a team to support them. This team consists of: the teacher, the student, the tutor, Heads of Year, Heads of School and parent or carer. Other people may become part of that team (for example the SENDCo) depending upon the child's needs.

### 4. How will the curriculum be matched to my child's needs?

Students are supported to choose the right pathway for them when they make their option choices in Year 8. A member of the Senior Leadership Team and the child's tutor will support you and your child in this process. Students with specific needs may also have a personalised timetable in order to support their success.

5. How will school staff support my child?

There are many ways in which we will support your child. Each student has a tutor who, alongside their Head of Year, will work with your child and you to look at the holistic picture. All staff plan lessons around the individual needs of the children within the lesson. Depending upon your child's needs, additional people may then become involved.

6. How will I know how my child is doing and how will you help me to support my child's learning?

You will receive at least twice a year a report that shows you how your child is achieving. You will also foster a strong relationship with the tutor and will be encouraged to contact to discuss any concerns. Parents evenings also take place throughout the year to discuss achievement. The school planner is also a home/school communication tool and can be used to support discussion.

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

The tutor has a significant role in supporting your child's wellbeing. They will see your child every day and will be able to spot any concerns. They are also the person in school who other staff communicate with to share any concerns or positives. If a concern is raised, this will then go through a process where we put in place interventions to support the child in their wellbeing.

8. How do I know that my child is safe in school?

As an academy we have risk assessments surrounding our environment. There are clear rules and boundaries that all students and staff must adhere to. Students are informed of these in their first few days in school. All students are reminded of these rules as well. However, to ensure that we can continue to safeguard your child, it is important that all contact details are kept up to date with the academy so that we can contact you in the unlikely even of an emergency.

9. What specialist services and expertise are available at or accessed by your school?

We access a range of specialist services, as well as provide many by the staff that we have trained within the school. These are summarized in the table above. However, we are a continually changing school and actively look for training opportunities for members of staff. We have in place an Autism Champion to support students with this specific special educational need.

10. What SEND training have the staff at school had or are having?

There has been a restructure in our Student Services with new staff being appointed in new roles. Our SENDCo has completed the National Award for SEN with other members of staff looking at different training opportunities to support the new roles that we have created for the development of the SEND department. We have already completed Autism Champion training, and are looking at other members of staff training in different specialisms to support our students

11. How will my child be included in activities outside the classroom including school trips?

All children are invited to take part in extra-curricular activities. This includes Project Week at the end of each semester and Adventure Learning Week at the end of the year. If there is a concern with a child accessing the trip, a risk assessment will take place and we will look for solutions to support. This might be someone from an external provider coming in, or a member of staff being put onto the trip to support the child and their needs. We are an inclusive school and feel passionately that this also includes trip, visits and other extra-curricular experiences.

12. How accessible is the school environment?

The school is an open site with outside spaces between each of the main buildings. All buildings are accessible on the ground level and all first floors are accessible. We have put in stair lifts to support students in accessing upstairs in all other areas of the school. There is also a lift to access floors in the tower block. All outside parts of the school are accessible through ramps.

13. How will school prepare and support my child through the transition from key stage to key stage and beyond?

We work carefully with the primary schools to ensure that information is passed from Key Stage 2 to 3. Students are then invited to attend additional days to get to know the school. We also ensure that the first day of the school year is only with Year 11 students so that new Year 7 students can ease in. With Key Stage 4 to 5, the colleges come to share information about open days with students. Students are also able to and complete a day in Cornwall College as a taster for the different courses that they might be interested in. The college is also invited to their Annual Review and additional visits are arranged as well.

14. How are the school's resources allocated and matched to children's special educational needs?

Depending upon the needs of the child, the student will have a personalized resource allocated to them. Students with EHCPs will have a Learning

Support Manager that will ensure that their special educational needs are being met and reviewed throughout the year. If a student is underperforming and needs additional support, there will first be identification as to why they are underperforming and then the right intervention will be put in place to support.

15. How is the decision made about what type and how much support my child will receive?

This is completed on an individual basis and will depend upon the achievement of the child. Again, a case-by-case basis will mean that a personalized intervention will be planned around the specific child's needs. Students who have specific funding due to their EHCP will have this money spent on resources for them.

16. Who can I contact for further information?

In the first instance, it is best to contact the Tutor with your query. We can then ensure that the right person is asked to contact you. This might be the SENDCo, Head of Year, Tutor, Deputy Head of Year or a specific intervention leader.

17. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

You should contact the SENDCo, Head of Year or Deputy Head of Year to discuss your concerns.

18. How is your Local Offer reviewed?

The local offer will be reviewed annually.