



## SEN information report

December 2014

Helston Community College is a fully comprehensive 11-18 College. We have an inclusive ethos where we:

- recognise that all students have talents, that it is our duty as educators to discover and nurture those talents and to build self-confidence through maximising and celebrating achievement
- develop the notion that we are **all** teachers of special needs; recognising that **all** students have talents and that it is our duty to help **all** students learn to the best of their ability
- promote the concept of learning potential and provide students with appropriate support in order to maximise their learning as part of the Equal Opportunities policy of the College

Link to Special Educational Needs Policy (if available)

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Link to Equality and Diversity Policy

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Link to Accessibility Plan/Policy




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**Name of the Special Educational Needs/Disabilities Coordinator:** Mr David Lewis (Assistant Headteacher / SENCo)




**Contact details:** Helston Community College, Church Hill, Helston TR13 8NR; Tel 01326 572685; email [dlewis@helston.cornwall.sch.uk](mailto:dlewis@helston.cornwall.sch.uk)

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




### 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 (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<p>The views and opinions of all students are valued. Student Voice is represented in all aspects of school.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"> <li>- Tutor groups / year council / College council / SKIP (Co-op Trust student council)</li> <li>- prefect system</li> <li>- student participation in focus groups</li> <li>- student panels in interviews for new staff</li> <li>- Kirkland Rowell Pupil survey</li> <li>- PASS survey</li> </ul>	<p>Students with SEND are encouraged to be involved with all of the feedback groups.</p> <p>Provision is adapted in response to student voice.</p> <p>A mentoring process is used to support students that require it.</p>	<p>Individual support is responsive to the views of the student.</p> <p>Student's views are an integral part of TAC meetings and SEN reviews.</p> <p>Students with SEND are involved in writing of Pupil Passports, which are then used by staff to support the student in the classroom.</p> <p>Students are supported by person centred planning and target and outcome setting.</p> <p>All documentation is presented in a format that is accessible to the student.</p> <p>Students with SEND are encouraged to discuss concerns with SENCo and/or a range of support staff.</p> <p>Pastoral and SEND teams are experienced and able to deal with concerns and issues as they arise.</p> <p>School works closely with external professionals and are able to seek support for students as necessary.</p>




## 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 (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<p>The school works in partnership with all parents and carers:</p> <ul style="list-style-type: none"> <li>• The parents/carers of all students are invited to attend parent/carer evenings.</li> <li>• Students' progress is monitored regularly and shared with parents/carers.</li> <li>• The school planner encourages written dialogue between families/parents and school.</li> <li>• Parent/carers are aware of who to contact if they have any concerns: <ul style="list-style-type: none"> <li>- Tutor/Class teacher</li> <li>- Heads of Progress</li> <li>- SENCo</li> <li>- SLT / Head Teacher</li> </ul> </li> <li>• College website &amp; SPOT gives parent/carers access to key information.</li> <li>• A text messaging service is used to inform families regarding attendance, key information and events.</li> <li>• Families can request to receive information by email.</li> <li>• Planner Live is used to inform parents/carers of the homework set.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend extra-curricular events.</li> <li>• Families are invited to attend information sessions.</li> <li>• Parents are encouraged to contact school about any concerns they have.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are actively involved in, all TAC meetings and Annual reviews</li> <li>• Parent/carer's views are an integral part of TAC meetings and Annual reviews.</li> <li>• All documentation is presented in a format that is accessible to parents.</li> <li>• Additional meetings / more frequent reviews as required (informally and formally e.g. school support plans)</li> </ul>




### 3. The curriculum

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All students, regardless of their abilities and/ or additional needs, have full access to the curriculum.</li> <li>• The curriculum is broad and balanced and includes vocational options.</li> <li>• Data from Primary School and Cognitive Ability Tests (CATs) are used as baseline data to measure progress.</li> <li>• Progress across the curriculum areas is monitored through regular testing and progress reviews (RAG meetings).</li> <li>• Setting occurs using criteria that best meet subject demands.</li> <li>• Additional Literacy and Numeracy lessons form part of the curriculum at KS3</li> </ul>	<ul style="list-style-type: none"> <li>• After school revision sessions in different subject areas are provided as appropriate.</li> <li>• Intervention packages are bespoke and needs led, with the aim of improving the key skills required to fully access the curriculum. The progress of the students is reviewed regularly and the intervention adapted as deemed appropriate.</li> <li>• The intervention work includes: <ul style="list-style-type: none"> <li>- Additional/ alternative literacy programmes (including: Read Write Inc and DRIVE).</li> <li>- Small group maths support</li> <li>- Pathfinders (social integration programme)</li> <li>- Additional 1:1 support for English &amp; Maths</li> <li>- Handwriting / keyboard skills</li> <li>- Anger management</li> <li>- Behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. For example, students with a physical impairment are given the support they need to access their KS4 option choices.</li> <li>• Students with SEND can access the curriculum with adult support as appropriate.</li> <li>• Specialist support through Dyslexia and Autism Champions (mentoring/ advocacy)</li> <li>• In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved.</li> </ul>




## 4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• The whole school uses a ‘dyslexia friendly’ approach to teaching and learning.</li> <li>• The lessons are planned to include clear learning outcomes, clear stages, regular progress checks, a range of learning styles and effective questioning.</li> <li>• Students work is marked regularly with feedback on next steps for learning. Dedicated Improvement Time (DIT) is provided to act on this.</li> <li>• Students are provided with targets and are made aware of their current level of achievement.</li> <li>• Literacy/Numeracy is delivered as a discrete lesson and is a priority for all staff: key vocabulary and key terms are discussed in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers work with teaching assistants to ensure that students have access to the learning, facilitate learning and build learning independence</li> <li>• Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> <li>- Laptops &amp; tablets</li> <li>- Dictation software</li> </ul> </li> <li>• Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc) for those who satisfy the JCQ (exams) criteria.</li> <li>• Homework support is available at the after school homework club supported by Teaching Assistants.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and differentiated work enables independent learning, wherever possible.</li> <li>• One-to-one support is in place for students who need more intensive support.</li> <li>• Specialist advice and support is available from various external professionals and teams including Educational Psychologists, Physical Disabilities Advisor, Autism Spectrum Disorder Advisor, Dyslexia specialists and Teachers of the Deaf.</li> </ul>




## 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 (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• Teachers plan for and encourage independent learning in lessons.</li> <li>• Students have access to overlays, reading rulers, highlighters etc to promote and support independence.</li> <li>• Technology is available to support independence (e.g. laptops/tablets to support note taking)</li> <li>• All students have access to homework club and the library; these are bases where students can work independently on tasks in their own time. Homework club is supervised by members of the support team. Transport is available home afterwards (needs to be booked during the day).</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and TAs in the classroom support students to support learning, build confidence and facilitate learning independence where possible.</li> <li>• Students have personalised equipment to help them to learn, such as coloured overlays.</li> <li>• There are a limited number of laptops available, which are used to support some students, who have difficulties with recording or writing longer pieces of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Where TAs support individual students in the classroom, they encourage independent working whenever possible.</li> <li>• TAs use resources, questioning, prompts and various strategies to develop the skills needed for independent working.</li> <li>• Where deemed essential, requests are made to County to provide suitable equipment to enable the student to record their work. There is also a limited number of electronic devices available for students.</li> </ul>

## 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 (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• PSHE curriculum is delivered to all students.</li> <li>• A pastoral support team is in place to support the wellbeing, emotional, physical and mental health needs of students</li> <li>• Student issues are dealt with by trained staff as they arise</li> <li>• The College employs a full time nurse who is available to all students</li> <li>• Bereavement counselling is available</li> <li>• Student prefects perform lunch and break time duties and are available to offer advice and support to fellow students.</li> </ul>	<ul style="list-style-type: none"> <li>• The Flexible Learning Zone (FLZ) is available for students to take time out and find support at break and lunchtimes. Trained members of staff offer counselling, emotional and academic support as required.</li> <li>• Time limited and monitored groups follow programmes to address: <ul style="list-style-type: none"> <li>- Social skills</li> <li>- Emotional awareness</li> <li>- Self esteem</li> <li>- Behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies.</li> <li>• Additional support for students can be requested from partners such as: <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Phoenix and Active Plus</li> <li>- Social Care</li> <li>- Youth service</li> <li>- Dreadnought</li> <li>- Penhaligon's Friends</li> </ul> </li> <li>• Individualised support is provided for students as the needs arise.</li> <li>• Students with specific medical conditions have individual health care plans managed and monitored by the college nurse.</li> <li>• External professionals such as physiotherapists and occupational therapists meet with students in school as required.</li> </ul>

## 7. Social Interaction opportunities




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need.</li> <li>• All students belong to a tutor group and participate in activities.</li> <li>• All students are invited on trips and visits.</li> <li>• Students are encouraged to participate in Inter- House competitions.</li> <li>• Students are invited to complete the Duke of Edinburgh Award Scheme.</li> <li>• Students are encouraged to take part in a wide range of after school clubs and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised social time is available at lunch in the FLZ in a positive and supportive environment</li> <li>• Older students support younger students in a range of mentoring and support roles (e.g. paired reading, mentoring)</li> <li>• Transport is available to take students home when they attend after school activities</li> <li>• Autism Champions run the Pathfinders Programme and ensure that opportunities are available for students with ASD to interact socially in a safe and supported way.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual packages are in place to support students with their social skills.</li> <li>• TAs use social stories for those students with complex social difficulties.</li> <li>• TAs help students to understand both their own feelings and those of others.</li> <li>• Post 16 students act as mentors to some students.</li> </ul>






## 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 (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• All departments of the school are accessible to everyone including those students with SEND.</li> <li>• All faculties have wheelchair accessible classes.</li> <li>• Students feel safe and in an environment where bullying is minimal and dealt with effectively.</li> <li>• There is a named child protection officer, 'Designated Safeguarding Lead' and 'Child in Care' teacher.</li> <li>• All areas of the school are positive and support learning.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• The rewards and sanctions system is robust and displayed around the school.</li> <li>• Systems celebrate the achievements of students.</li> </ul>	<ul style="list-style-type: none"> <li>• The FLZ is a base for vulnerable students and provides a quieter and supervised area for those who find unstructured times more difficult. It also provides an opportunity to eat lunch away from the canteen.</li> <li>• Resources are made available to students to enable them to access learning in the classroom. For example, coloured overlays, easy grip pens &amp; rulers.</li> <li>• Adapted PE equipment available.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in lessons enables disabled students to be independent.</li> <li>• TA support is provided to ensure that all students with a statement of SEND can fully access the curriculum and take part in practical activities.</li> <li>• The Flexible Learning Zone can be used by students with social, emotional difficulties. This is staffed by an experienced team.</li> </ul>

## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• There are strong links with feeder primary schools.</li> <li>• Transition lessons happen half-terminally as an after school activity through Y6.</li> <li>• Secondary staff visits feeder primaries.</li> <li>• Transition days for students in Year 6 are held in the summer term.</li> <li>• An opportunity to meet with the form tutors is held in the summer term.</li> <li>• In the spring term of Year 9 students choose their options for KS4 subjects. This is done with the support of teachers and parents. Each student discusses these choices with an Assistant Head.</li> <li>• Year 11 students are supported with the Sixth form/FE application and interview process.</li> <li>• Students are encouraged to attend transition events.</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral leaders work with primary schools to identify students who may need extra support at transition from KS2 to KS3.</li> <li>• Staff informed of students requiring extra support during transitions.</li> <li>• Key-workers are put in place where required.</li> <li>• A 'learning passport' is put in place (this document outlines needs and strategies for support for all staff).</li> <li>• Careers South West (careers advice service) work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students interests abilities and needs.</li> <li>• Tours and additional visits to the school are arranged as required.</li> <li>• Students in Year 6 are invited to apply for a place at Summer School.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo attends annual statement reviews of Year 5/6 students.</li> <li>• Identified key workers / TAs work with students with SEND during transition programme.</li> <li>• Students have a structured transition package to ensure that they are familiar with routines, school day and key members of staff etc.</li> <li>• Post 16 providers are invited to attend transition reviews.</li> </ul>

## 10. The SEND qualifications of, and SEND training attended by, our staff

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision (suitable support from the range shown)</p> 	<p>Specialist, individualised support and provision (suitable support from the range shown)</p> 
<ul style="list-style-type: none"> <li>• SENCo qualifications comply with national standards as outlined in Code of Practice (2014)</li> <li>• SENCo attends regular training, local networks and update meetings</li> <li>• All staff professional update has a focus on improving teaching and learning with appropriate input on meeting the needs of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff with specialist roles (e.g. Dyslexia Champion, Autism Champion) are suitably qualified and have on-going specialist training and support through local networks.</li> <li>• Support staff receive additional training as appropriate to support their role e.g. Read Write Inc, dyslexia screening, supporting learners with a hearing impairment.</li> </ul>	<p>Staff with specialist roles (e.g. Dyslexia Champion, Autism Champion) are suitably qualified and have on-going specialist training and support through local networks.</p>

## 11. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
Autistic Spectrum Team	Support students with ASD	Tel: 0300 1234 101
Child and Adolescent Mental Health Services (CAMHS)	Support students with mental health issues.	Tel: 01872 221400 mailto:childrens.services@cornwall.nhs.uk
Communication Support Service	Support students with communication difficulties.	Tel: 01872 323412 mailto:pbell@cornwall.gov.uk
Educational Psychology Service	Support students who are having difficulty with their learning.	Tel: 01736 336810 Sue Leathley
Hearing Support	Support students with hearing difficulties.	Tel: 01726 61004 mailto:hearing.support@cornwall.gov.uk
Physical Disabilities Service	Support students with physical disabilities.	mailto:wjohn@cornwall.gov.uk
SEN Assessment and Provision Team	Carry out assessments for EHC plans and monitor their implementation.	Tel: 01872 324416
Vision Support Team	Support students with visual difficulties.	Tel: 01872 323438 mailto:vision.support@cornwall.gov.uk

## Frequently Asked Questions

### How does the College Monitor Student Progress and how do people in College know if a pupil needs extra help?

- Student progress is the responsibility of all our staff. Class teachers monitor and track the progress of all students and this is regularly reviewed by team leaders and senior leaders this allows for a co-ordinated response to supporting progress of all students.
- This information is available online to parents/carers and students at any time and it is reported more formally each term. Parents are invited to Parents' Evenings to discuss this progress with teachers.
- Where students are found to be making less than expected progress a plan for support is agreed. In the first instance this is likely to be at a class teacher level. All students are supported by their tutor and progress is discussed as part of these conversations. Where progress is not being made, students and parents are informed and support is put in place as necessary.
- Where progress is a concern then further assessment of need may be required. Any member of staff can complete a 'Trigger Form' for the SEN team and this initiates assessment and a plan for support as necessary. This is co-ordinated by the SENCO. If a student is placed on the Record of Need, support in and out of the classroom is put in place to meet targets that are agreed with the student and parents/carers. These are reviewed regularly.
- Parents are encouraged to contact with any concerns that they have in relation to their child. This will initiate a dialogue to assess any need and put an appropriate plan in place to meet that need.
- If you think that your child may have special educational needs then please contact the College SENCo.
- Information exchange is a vital part of the primary transfer process. Staff from the College and partner primary schools are in regular contact and any additional needs are identified early. In some cases this results in support starting for students through the College in Year 6.

### How do we know how good our SEN provision is?

- Our SEN provision is reviewed annually. This process takes in to consideration the progress that the students have made, the quality of teaching and learning and the effectiveness of the 'additional or different' provision that has been put in place to meet the needs of students on the record of need. This is reported to the governors annually.

## What support is there for my child's safety and overall wellbeing?

- Students see their tutor on a daily basis. Tutors have a responsibility for the pastoral care and well-being of their tutees and for the delivery of our PSHE curriculum.
- All staff working in the College have had CRB/DBS checks, a record of which is held on a register at school. Staff receive regular training to ensure they are aware of how to keep children safe at school and any concerns are passed onto the appropriate member of staff.

## How can you complain about SEN provision?

- If you wish to complain about the SEN provision in place for your child please contact the SENCo in the first instance so we can work in partnership with you to resolve the issues.
- If you feel that this has not been effective then follow the College complaints procedures which can be found at (INCLUDE LINK HERE)

## What is the Local Offer?

- This document forms a small part of the Local offer in Cornwall. The Local Offer aims to help families of children and young people with special educational needs and disabilities (SEND) by gathering useful information they need to know, in one place, so they can make informed choices about the support they receive. Every Local Authority in England must publish a 'Local Offer'.
- Cornwall's Local Offer describes the provision and guidance that is available for children and young people:
  - with SEND;
  - who are aged 0 – 25 years; and those
  - with or without an Education, Health and Care (EHC) plan or Statement of SEN;

**Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:**

<http://cornwall.childresservicesdirectory.org.uk>