



THE SEND COLLEGE OFFER **(Contributing to the Cornwall Local Offer)**

SLT Responsible Person: Mr E McFadden

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To be read in conjunction with:

- The SEND Information Report
- The SEND Policy
- Learning and Teaching Policy
- Anti-Bullying and Anti-Discrimination Policy
- Accessibility Plan
- Equality Action Plan
- Admissions Policy

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

- Recognise that all students have talents and 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.

THE LEVELS OF SUPPORT AND PROVISION OFFERED BY OUR COLLEGE

1. Listening to and Responding to Children and Young People

Whole College approaches. The universal offer to all children and young people:

- The views and opinions of all students are valued.
- Student voice is represented in all aspects of College.
- Student voice is heard through:
 - Tutor groups and Student Leaders
 - Student participation in focus groups.
 - Student panels in interviews for new staff.
 - Student surveys.

Additional, targeted support and provision (suitable support from the range shown):

- Students with SEND are encouraged to be involved with all of the feedback groups.
- Provision is adapted in response to student voice.
- A mentoring process is used to support students that require it.
- As part of the graduated response, (APDR cycle) students with SEN are encouraged to set their own targets in reviews.
- Students with SEND are involved in the writing of their Learning Passports, which are used by staff to support the student in the classroom.

Specialist, individualised support and provision (suitable support from the range shown):

- Individual support is responsive to the views of the student.
- Students' views are an integral part of TAC meetings and SEND reviews.
- Students with SEND are involved in the writing of their Learning Passports, which are used by staff to support the student in the classroom.
- Students are supported by individual centred planning and target setting.
- All documentation is presented in a format that is accessible to the student.
- Students with SEND are encouraged to discuss concerns with SEND team and/or support staff.
- Pastoral and SEND teams are experienced and able to deal with concerns and issues, as they arise.
- The College works closely with external professionals and who seek support for students as necessary.

2. Partnership with Parents/Carers

Whole College approaches. The universal offer to all children and young people:

- The College works in partnership with all parents and carers:
 - The parents/carers of all students are invited to attend parent/carer evenings.
 - Students' progress is monitored regularly and shared with parents/carers.
 - The College encourages email dialogue between families/parents/carers and the College.
 - Parent/carers are aware of whom to contact if they have any concerns:
 - Tutor/Class teacher
 - Heads of Faculty
 - PSA
 - Champion
 - SENCo
 - SLT/Headteacher
 - College website and social media give access to general information.

- A text messaging service and email is used to inform families regarding attendance, key information and events.
- Class charts (online package) is used to inform parents/carers of set homework and any positive and negative behaviours.

Additional, targeted support and provision (suitable support from the range shown):

- Families are invited to attend extracurricular events.
- Families are invited to attend information sessions.
- Parents/carers are invited to additional sessions to share views and opinions about the College.
- Parents/carers are encouraged to contact College about any concerns they have.

Specialist, individualised support and provision (suitable support from the range shown):

- Parent/carers are actively involved in all TAC meetings, termly reviews and Annual reviews
- Parent/carer's views are an integral part of TAC meetings, Assess Plan Do Review meetings and Annual reviews.
- All documentation is presented in a format that is accessible to parents/carers.
- Additional meetings / more frequent reviews as required (informally and formally e.g., College support plans).

3. The Curriculum

Whole College approaches. The universal offer to all children and young people:

- The curriculum is designed to ensure the inclusion of all students. All students, regardless of their abilities and/ or additional needs, have full access to the curriculum. The curriculum is broad and balanced and includes vocational options.
- Data from primary schools is used as baseline data to measure progress.
- All students on transition are tested for reading age and write a letter to their teachers. The reading age test is used to target focused phonics intervention.
- In addition, we use the 'No More Marking' Year 7 & Year 8 assessments to benchmark our students against a larger cohort across the country.
- Progress across the curriculum areas is monitored through regular testing and progress reviews.
- All students in Year 7 -11 are supported with a reading curriculum designed to develop the skill and love for reading, but also to enrich their cultural capital and understanding for the wider world.
- All students have access to the library and advice from the Librarian as to suitable reading material.
- Setting occurs using criteria that best meet subject demands.

Additional, targeted support and provision (suitable support from the range shown):

- Additional after College study sessions in different subject areas are provided as appropriate.
- 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 appropriate.
- The intervention work can include:
 - Additional/alternative literacy programmes (including Read Write Inc and Lexia).
 - Students who have EFL and are unable to fully engage with learning due to this are supported in order to develop their reading and speaking skills with bespoke support.
 - Additional small group support for English and Maths.
 - Handwriting / keyboard skills.
 - Anxiety support.
 - Exam preparation and revision.

Specialist, individualised support and provision (suitable support from the range shown):

- Students are supported in following their interests and chosen curriculum, regardless of their SEN and/or disabilities, e.g. students with a physical impairment are given the support they need to access their KS4 option choices.
- Students with SEND can access the curriculum with adult support, as appropriate.
- Specialist support through Learning Support Champions (mentoring/ advocacy).

4. Teaching and Learning

Whole College approaches. The universal offer to all children and YP:

- The whole College uses a 'dyslexia friendly' approach to teaching and learning.
- The lessons are planned to include clear learning outcomes, clear episodes, regular progress checks, a range of teaching styles catering for a range of learning approaches and effective questioning.
- Students' work is marked as regularly as possible with feedback on next steps for learning.
- If staff have a concern about the progress a student is making, they can put them forward for cognitive testing to ascertain if there is an underlying and/or undiscovered need. This is conducted with parental approval.
- Where appropriate, students are provided with targets and are made aware of their current level of achievement.
- Literacy and Numeracy are a priority.
- Key vocabulary and key skills are discussed where appropriate across subjects.

Additional, targeted support and provision (suitable support from the range shown):

- Class teachers work with teaching assistants, to ensure that students have access to the learning, facilitate learning and build learning independence.
- Independent student learning is supported by the use of technology, for example:
 - Laptops & chrome books.
 - Dictation software.
 - Reader pens.
- Special examination arrangements are put in place for internal and external tests and examinations (extra time, readers, scribes etc) for those who satisfy the JCQ (exams) criteria.
- Homework support is available at the after College homework club that is supported by the SEND team.

Specialist, individualised support and provision (suitable support from the range shown):

- Personalised and scaffolded work enables independent learning, wherever possible.
- One-to-one support is in place for students who need more intensive support.
- Specialist advice and support is available from various external professionals and teams including Educational Psychologists, Physical Disabilities Advisor, Autism Spectrum Disorder Advisor, Dyslexia specialists.

5. Self-Help Skills and Independence

Whole College approaches. The universal offer to all children and YP:

- Teachers plan for, teach and encourage independent learning in lessons.
- Students have access to overlays, reading rulers, highlighters etc. to promote and support independence.
- Technology is available to support independence (e.g. laptops/tablets to support note taking)
- 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 Learning Support Team.

Additional, targeted support and provision (suitable support from the range shown):

- Teachers and TA's in the classroom support students to support learning, build confidence and facilitate learning independence where possible.
- Students have personalised equipment to help them to learn, such as coloured overlays.
- There are a limited number of laptops and Chromebooks available, which are used to support some students, who have difficulties with recording or writing longer pieces of work.

Specialist, individualised support and provision (suitable support from the range shown):

- Where TAs support individual students in the classroom, they encourage independent working whenever possible.
- TAs use resources, questioning, prompts and various strategies to develop the skills needed for independent working.
- Where deemed essential, requests are made to the Local Authority to provide suitable equipment to enable the student to access the curriculum more independently. There is also some equipment for students held within the College for this purpose.

6. Health, Wellbeing and Emotional Support

Whole College approaches. The universal offer to all children and YP:

- PSHE curriculum is delivered to all students.
- A pastoral support team of PSAs is in place to support the wellbeing, emotional, physical and mental health needs of students.
- Student issues are dealt with by trained staff as they arise.
- We employ two Health Care Champions to support a range of health care needs.
- Student leaders are available to offer advice and support to fellow students during social times.
- BROOK (sexual health) have drop in sessions every week – all students can attend these.

Additional, targeted support and provision (suitable support from the range shown):

- Some students have access to a time out card which lets them have a 2 minute reset outside the classroom. If they are unable to reset independently, they can be collected by a Champion who will work with them as appropriate.
- The SEN Hub is available for students to take time out and find support at break and lunchtimes. Trained members of staff offer a listening space, emotional and academic support as required.
- Time limited and monitored groups follow programmes to address:
 - Social skills.
 - Emotional awareness and control.
 - Mental Health.

Specialist, individualised support and provision (suitable support from the range shown):

- TACs, Early Support meetings and reviews are supported by a range of agencies as necessary.
- Additional support for students can be requested from partners such as:
 - CAMHS
 - Phoenix Project
 - Social Care
 - Youth service
 - Dreadnought
 - Penhaligon's Friends
- Individualised support is provided for students as the needs arise.
- Students with specific medical conditions have individual health care plans managed and monitored by the College Health Care Champions.
- External professionals such as occupational therapists meet with students in College as required.

7. Social Interaction opportunities

Whole College approaches. The universal offer to all children and YP:

- All students have opportunities for social interaction, regardless of need.
- All students encouraged to apply for Anti-Bullying Ambassador roles.
- All students encouraged to apply for Year Group Focus roles and senior student roles.
- All students encouraged to apply for Careers Ambassador roles.
- All students belong to a tutor group and participate in activities.
- All students have access to trips and visits.
- Students in Year 9 onwards are invited to complete the Duke of Edinburgh Award Scheme.
- Students are encouraged to take part in a wide range of after College clubs and events.

Additional, targeted support and provision (suitable support from the range shown):

- Supervised social time is available at lunch in the SEN Hub.
- Older students support younger students in a range of mentoring and support roles (e.g. paired reading, mentoring)
- Learning Champions ensure that opportunities are available for students with ASD to interact socially in a safe and supported way.

Specialist, individualised support and provision (suitable support from the range shown):

- Individual packages are in place to support students with their social and emotional skills, e.g. Lego therapy, Draw and Talk.
- Support from outside agencies such as the ASD team.
- Support staff use social stories for students with complex social difficulties.
- TAs help students to understand their own feelings and those of others.

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

Whole College approaches. The universal offer to all children and YP:

- All departments of the College are accessible to everyone including those students with SEND.
- All faculties have wheelchair accessible classes.
- Students feel safe and are in an environment where bullying is minimal and dealt with effectively.
- There is a named 'Designated Safeguarding Lead' and 'Children in Care Champion'.
- We employ two Health Care Champions to support a range of health care needs.
- All areas of the College are positive and support learning.
- Teachers focus on rewarding good behaviour to promote a positive learning environment.
- The behaviour system is robust and displayed around the College.
- Our rewards systems celebrate the achievements of students.

Additional, targeted support and provision (suitable support from the range shown):

- The SEN Hub is a base for vulnerable students and provides a quieter and supervised area for those who find unstructured times more difficult.
- Resources are made available to students to enable them to access learning in the classroom. For example, coloured overlays, easy grip pens and rulers, enlarged font handouts and texts.
- Some adapted PE equipment is available.

Specialist, individualised support and provision (suitable support from the range shown):

- Specialist equipment in lessons enables disabled students to be independent.
- TA support is provided, where required, to ensure that all students with an EHCP can fully access the curriculum and take part in practical activities.

9. Transition from Year to Year and Setting to Setting

Whole College approaches. The universal offer to all children and YP:

- There are strong links with feeder primary schools. Secondary staff engage in information exchanges with feeder primaries.
- Transition days for students in Year 6 are held in the summer term – everyone has access to 2 days (Tuesday, Wednesday) with an additional 'invite only' day being the Monday.
- An opportunity to meet with the form tutors is held in the summer term.
- Close liaison for transfer of data
- 'Drop ins' for Year 7 parents/carers to replicate the 'school gate' discussions from primary school.
- In the spring term Year 9 students choose their options for KS4 subjects. Teachers and parents/carers support the students during this process.
- Year 11 students are supported with the Sixth form/FE application and interview process.
- Year 11 students are offered taster lessons to try subjects before they make their option choices. (also offered to Y11 students in partner schools)
- Students are encouraged to attend transition events.

Additional, targeted support and provision (suitable support from the range shown):

- Pastoral leaders work with primary schools to identify students who may need extra support at transition from KS2 to KS3.
- Staff are informed of students requiring extra support during transitions.
- Key-workers are put in place where required.
- A 'Learning Passport' is put in place (this document outlines needs and strategies for support for all staff).
- Tours and additional visits to the College are arranged as required.

Specialist, individualised support and provision (suitable support from the range shown):

- SENCo or relevant Learning Champion attends annual statement reviews of Year 5/6 students.
- Identified key workers/TAs work with students with SEND during transition programme.
- Students have a structured additional transition package to ensure that they are familiar with routines, College day and key members of staff etc.
- Post 16 providers are invited to attend transition reviews.
- Careers South West (careers advice service) work with students with EHCPs, to ensure that an appropriate Post-16 placement is identified and it reflects the student's interests, abilities and needs.
- Careers South West will also work with our students at risk of NEET (Not in Education, Employment or Training).

10. The SEND Qualifications of, and SEND Training Attended by, our Staff

Whole College approaches. The universal offer to all children and YP:

- The SENCo has qualifications that comply with national standards as outlined in Code of Practice (2014).
- The SENCo attends regular training, local networks and update meetings.
- CPD for teaching staff includes a focus on improving teaching and learning with appropriate input on meeting the individual needs of learners.
- All teaching staff sign up to NASEN with access to their advice, guidance and resources to support students with SEND.

Additional, targeted support and provision (suitable support from the range shown):

- Staff with specialist roles (e.g., Literacy Champion, Autism Champion) are suitably qualified and have on-going specialist training and support through local networks.
- Support staff receive additional training as appropriate to support their role e.g. Read Write Inc, dyslexia screening, supporting learners with a hearing impairment.

Specialist, individualised support and provision (suitable support from the range shown):

- Staff with specialist roles (e.g. Literacy Champion, Autism Champion) are suitably qualified and have on-going specialist training and support through local networks.

11. Services and Organisations that We Work With:

Service/Organisation	What they do in brief	Contact Details
Autistic Spectrum Team	This service works with the College and the family, offering strategies to support students with autism.	Tel: 01579 341132
Child and Adolescent Mental Health Services (CAMHS)	Support students with mental health issues.	Locality: Kerrier Tel: 01209 204000 Carrick Tel: 01872 246980
Educational Psychology Service	This service helps to support teachers and students with strategies around students' educational needs from a psychological perspective. They offer the following support: <ul style="list-style-type: none"> • Consultations with parents/carers and staff. • Assessments for individual students. • Advice on strategies to support children and young people. • Attend multi-agency and review meetings. • Contributing to statutory assessments and Education and Health Care Plans. • Training for College staff, other professionals, parents, carers and young people. • Coaching/supervision for teachers/staff. 	Tel: 01579 341132
Hearing Support	Support students with hearing difficulties	Tel: 01726 226882
Physical Disabilities Service	Support students with physical disabilities.	Physical Disabilities - Cornwall Council
SEN Assessment and Provision team	Carry out assessments for EHC Plans and monitor their implementation.	Tel: 01872 324242 SEN - Cornwall Council
Vision Support Team	Support students with visual difficulties.	Tel: 01726 226882
Savvy Education	Provide face-to-face or online 1:1 tuition.	Tel: 01326 567 444
Take 2	Support provider delivering programmes to young people aged 11 to 25. Provide experiential support for hard to engage, hard to place young people.	Tel: 07432 084786
CHES	Cornwall Hospital Education Service	Tel: 01209 715079

Frequently Asked Questions

How does the College monitor student progress and how do staff know if a student 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 coordinated response to supporting the 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/carers are invited to Parent Teacher 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 or Faculty level. All students are supported by their tutors and progress is discussed as part of these conversations. Where progress is not being made as expected, students and parents/carers 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 SEND team and this initiates assessment and a plan for support as necessary. This is coordinated 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 at least termly.
- Parents/carers are encouraged to make 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, please contact the College SENCo or relevant Learning Champion (Assistant 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 DBS checks, a record of which is held on a register at College. Staff receive regular training to ensure they are aware of how to keep children safe at College and any concerns are passed onto the appropriate member of staff.
- The College employs two Health Care Champions.

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: [Helston Community College Policies](#)

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.

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

[Family Information Service | Care and Support in Cornwall](#)