



SEND INFORMATION REPORT and COLLEGE OFFER

SLT Responsible Person: AHT i/c Inclusion (SENCO)

Name of SENCo: Jo Greet and Caroline Bloor

Email: jgreet@helston.tpacademytrust.org

cbloor@helston.tpacademytrust.org

Telephone No: 01326 572685

Name of SEN Governor: David Hearne

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To be read in conjunction with: The SEND Policy
Teaching and Learning Policy
Anti-Bullying and Anti-Discrimination Policy
Accessibility Plan
Equality Action Plan
Admissions Policy

1. What kinds of special educational needs does the school provide for?

Helston Community College identifies and provides extra support for students who are significantly out of step with their peers in one or more of the following areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

2. How are students identified as having these needs?

- Some students arrive at Helston Community College with their needs already identified. SENCOs and Year 6 teachers pass on information from primary feeders, as do other secondary schools if a student moves in-year.
- All students on arrival at Helston Community College receive an online literacy screening, with further follow up 1:1 screeners for anyone achieving statistically below the expected level.
- Throughout the year teachers and support staff refer any students they feel may have a special educational need to the SEN department for further assessment in a graduated response.
- Examples of further assessments include additional 1:1 reading analysis, memory tests, dyslexia screening and handwriting speed assessments.
- Parents/carers are encouraged to share information either directly with the SENCO, their child's Learning Champion, Tutor, individual teachers, Heads of Year or Pastoral Support Assistant. Parents/carers are also encouraged to attend events such as the Year 6 transition evening and SEN coffee mornings.
- Information is also shared from outside agencies such as (but not limited to): the Child and Adolescent Mental Health Services (CAMHS), the County Autism Team, Educational Psychologists, the Sensory Impairment team, Young People Cornwall (YPC), the School Nurse team and other relevant medical professionals.

3. How do parents/ carers of students with special educational needs know how well their child is doing?

- We take pride in how closely we work with parents/carers to ensure that their child has successful outcomes.
- All parents/carers receive a letter telling them that their child has been identified as needing additional support and that they will be placed on the school's Record of Need (RoN).
- No child is placed on the RoN without parental/carers approval.
- In line with the SEN Code of Practice (2014), students on the Record of Need have at least 3 reviews a year, following an Assess/Plan/Do/Review format. These can be face to face, conducted via a web conferencing facility or as part of a Parent/Teacher Consultation evening.
- Every student on the SEN register is assigned a keyworker, called a Learning Champion.
- The keyworker consults with parents/carers via either a face to face meeting or a phone call to discuss the most appropriate support to put in place.
- Parents/carers also receive feedback via Parent Teacher Consultation evenings and progress checks.

4. How are students with special educational needs involved in the process?

- By meeting regularly with their keyworker and building a relationship of trust to facilitate open and honest conversations.
- Through completing a variety of base line assessments before and after taking part in interventions.
- By helping to complete their Individual Learning Plans (aka Learning Passport) (a 1 page summary to inform staff about their needs and agreed strategies to use in a classroom).
- All students with an Education, Health Care Plan complete an 'All About Me' before each annual review and most attend their annual review in person.
- Parents of students with medical needs are invited to take part in the construction of their care plans.

5. How is progressed assessed?

- Students complete a base line assessment before and after taking part in any cognition and learning intervention.
- The outcomes of the assessment process inform next steps with regards to further support needed.
- This is documented on a Provision Map, which is also discussed with parents/carers.
- Learning Champions liaise with teachers regarding a student's progress.

6. How is the curriculum designed to help students with special educational needs?

Students in Years 7, 8 and 9:

- Who are operating significantly behind their peers in terms of learning, and with additional needs, are offered a place in our provision known as the The Bridge. This group runs based on need across the cohort and is smaller in size and taught by an SEN specialist. They are taught in this provision for approximately 50% of their timetable, accessing this support for Geography, RE, History and additional literacy and numeracy. Students in The Bridge do not currently access MFL lessons, but instead use this time for additional literacy and numeracy.
- There is an additional Nurture group for English in KS3.
- The curriculum is adapted to support need, but the students still follow the same curriculum as peers in mainstream classes.
- In addition, a small number of students who struggle to attend school for a number of reasons access our SEN Hub for some of their learning.

7. How are students with special educational needs supported in the classroom?

- Teachers adapt their lessons to the needs of the students. For example, through explaining instructions individually, using visuals and breaking down tasks into smaller steps.
- In a number of lessons, teaching assistants are assigned to support individuals and groups of students.
- Students are provided with a variety of aids to help them in the classroom. Examples are c-pens, fiddle toys, time out cards, writing slopes and coloured overlays. In addition, all students have an iPad to support their learning. The iPad accessibility tools available are used as appropriate.
- Adaptions are made to the physical classroom where necessary, for example through providing postural stability chairs.
- Some students use assistive technology to help them access the classroom.

8. Are intervention programmes run for students with special educational needs?

Helston Community College provides intervention programmes across the four main areas of need:

Cognition and Learning	Communication and interaction	Social Emotional Mental Health	Physical/sensory impairment
<ul style="list-style-type: none">• RWI reading programme• Supported homework club• TA support• Access to electronic devices which support learning, e.g. reader pen, iPads• Individual Learning Plans• Learning Champion mentoring	<ul style="list-style-type: none">• Lego Therapy• Social Skills group• Learning Champion mentoring• Circle of Friends	<ul style="list-style-type: none">• Draw and Talk• Time Out card• Learning Champion mentoring• Circle of Friends• Animal therapy sessions	<ul style="list-style-type: none">• Accessibility aids• Learning Champion mentoring

9. What facilities do you have to support students with special educational needs?

Helston Community College is equipped with:

- Dedicated intervention rooms for small group teaching and group work.
- The Bridge Provision.
- 1:1 meeting spaces.
- Dedicated staffed space for lunches.

10. How accessible is the school environment?

- 100% of the North Site is wheelchair friendly.
- There is a lift on North Site.
- South site has wheelchair accessible entrances
- If classroom locations need to be changed to accommodate for the physical needs of a student, then this is prioritised.
- There are easy access gender neutral toilets across the College site.
- Continuing to improve the accessibility of the College site is a work in progress. If you wish to view the Accessibility Plan it can be found on our policies page on the website which can be found her: [HCC Policies Page](#).

11. How are students with special educational needs supported to attend school trips and extra-curricular activities?

- All students with special educational needs are encouraged to attend trips, take part in clubs and other opportunities.
- Depending on the need of the student extra support may be provided through the support of a teaching assistant, amended transport arrangements and / or adapted activities during the trip itself. Pre-visits can be arranged and keyworkers are able to complete social story work with a student in advance of a trip.
- Individual risk assessments are carried out to ensure that needs are supported, and where necessary, medical provision is put in place. Click [here](#) view the Health and Safety Policy for more details.

12. How does the school ensure that students with special educational needs are integrated into the everyday life of the school?

- All students with special educational needs are part of a tutor group. Each tutor group is made up of students of different abilities and personalities.
- All students with special educational needs access mainstream lessons each week.
- Trips, extra-curricular school clubs and educational visits are all accessed by students with special needs. Their participation is monitored by the SENCO.
- Students with special educational needs are encouraged to engage in student leadership opportunities. Their representation is monitored by the SENCO.

13. How does the school prepare students to transfer to the next stage of their education or place of work?

Transition from primary school

- The Primary SENCOs meet with the Helston SEN team in order to plan the transition needs of each individual student.
- All students with special educational needs are visited in their primary school by their Helston Learning Champion
- Students with special educational needs are invited to attend an additional transition day(s) before the transition days for other joiners as part of their enhanced transition.
- Additional visits after school when the building is quiet are offered.
- Parents/carers are invited to attend the Year 6 SEN Information Evening and the Helston Community College SENCO attends the main school Induction Evening.
- The Helston Community College SENCO attends all Year 6 annual review meetings for students who have an Education, Health and Care Plan.

Transition from Key Stage 3 (Year 9) to Key Stage 4 (Year 10)

- Students with special educational needs are given advice regarding appropriate coursing.
- Learning Champions provide extra support where necessary.
- One to one interviews with parents/carers are offered if appropriate.

Transition from the end of Key Stage 4 (Year 11) to college or the workplace

- Students with special educational needs make a series of transition visits to local colleges.
- All students are encouraged to take part in work experience and this is supported where necessary.
- Students with an Education Health Care Plan receive 1:1 support via Careers Southwest to help facilitate their transition.

What qualifications and expertise do staff have in order to support students with special educational needs?

SENCO

From January 2026, Jo Greet is the Helston Community College Strategic SENCO. She is an Assistant Headteacher and also oversees whole school inclusion and has completed her NASENCO award.




jgreet@helston.tpacademytrust.org 01326 572 685

Operational SENCO

Caroline Bloor is the Helston Community College Operational SENCO. Caroline has a degree in Education with Special Needs, a HND in Psychology and has a background in Dyslexia and Speech and Language support; Caroline is a qualified exams access assessor. Caroline has worked in numerous education settings, including primary schools and specialist provision; she is qualified in Makaton and BSL. Caroline is completing the National SENCo award and is a Nurture specialist






The Learning Support Team

The Learning Support Team comprises of highly qualified individuals. The most senior members of the team are:

Team Member	Role	Qualifications / area of expertise	Contact details
 Sarah Garty	Learning Champion - ASD	ASD Champion Training Memory Lite Classroom – Working Memory SPACE – Trauma Informed Practice RWI	sgarty@helston.tpacademytrust.org
 Dee Benny	Learning Champion	Trauma Informed Schools Protective Behaviours	Dbenny@helston.tpacademytrust.org
 Lucy Hosking	Learning Champion	ASD Champion Training RWI	lhosking@helston.tpacademytrust.org


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Team Member	Role	Qualifications / area of expertise		Contact details
 <p>Felicity Groseley</p>	Learning Champion – Numeracy	Level 3 Early Years Educator Protective Behaviours Mental Health First Aid Little Wandle Phonics Training RWI		Fgroseley@helston.tpacademytrust.org
 <p>Tania Betts</p>	Learning Champion	RWI Draw and Talk Neuroprofiling Tool		tbetts@helston.tpacademytrust.org
 <p>Sandra Bolton</p>	Learning Champion	Neuroprofiling Tool Numeracy		sbolton@helston.tpacademytrust.org
 <p>Clare Stringer</p>	Learning Champion	Level 2 And 3 Supporting Teachers Level 3 Education And Training Level 2 Self-Harm And Suicide Awareness And Prevention Level 2 Awareness Of Mental Health Level 2 Principals Of Working With Individuals With Learning Disabilities	Circle Of Friends First Aid Suicide First Aid Mental Health First Aid Anti-Bullying Staff Lead Connect 5 – Wellbeing Support/ Mental Well-Being Intervention	Cstringer@helston.tpacademytrust.org
 <p>Shawna Ford</p>	Learning Champion	AAS Computer Animation Level 4 Child Psychology Level 3 Supporting Teaching And Learning Level 2 Behaviour That Challenges Level 2 Counselling Skills	First Aid Mental Health First Aid Mental Health And Inclusion Training Including Workplace Mental Health Staff Wellbeing Champion	Sford@helston.tpacademytrust.org

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Team Member	Role	Qualifications / area of expertise		Contact details
 Suzie Wood	Healthcare Champion	Community First Responder 3 Day First Aider Youth Mental Health First Aider Learning Disability Qualification 3 (LDQ3) Paediatric Diabetes NSPCC	Keeping Children Safe Online Child Protection In Secondary School Managing Sexualised Behaviour In Secondary School Administration Of Medication In An Educational Setting AllergyWise – Anaphylaxis	swood@helston.tpacademytrust.org -

Teachers

Receive regular training on each of the four areas of special educational needs on a rolling programme. Recent training has taken place on, teaching students with autism, adaptive teaching strategies, inclusive classrooms and effective literacy teaching strategies.

If parents / carers are not happy with the level of support their child with special educational needs is getting in school who should they contact?

- Most issues can be resolved in partnership with the school, therefore in the first instance please contact the Helston Community College SENCO (contact details below)
- If you do not feel the issue has been resolved please contact the Special Educational Needs and Disability Information Advice Service (SENDIASS) by clicking [here](#).

In academic year 2024-25, we had 0 formal complaints about our SEN support.

Which specialist services are accessed by the school?

The SEN team regularly access advice services provided through the local offer such as:

- The Cognition and Learning Team.
- The Autism Team.
- The Physical and Mental Needs Advisory Service.
- The Sensory Impairment Team.
- The Preparing for Adulthood Transition Team.
- Educational Psychologist support.
- Child and Mental Health Adolescent Services (CAMHS).
- Occupational Therapy.

For more detailed information on each of the services listed above click [here](#).

In addition to this Helston Community College accesses the full range of services provided by the Early Help Hub in order to access support for individual students and families as early as possible. For more details click [here](#).

How can I find information about the local authority's Local Offer of services and provision for students with special educational needs?

The local authority's Local Offer of services and provisions can be found [here](#).