HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

The SEND College Offer
(Contributing to the Cornwall Local Offer)

SLT Responsible Person: Mr E McFadden

Date of Policy/Plan: December 2021

Date to be reviewed: December 2022

Approved by: Senior Leadership Team – 9 December 2021

Published: Website/Staff Intranet

To be read in conjunction with:

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

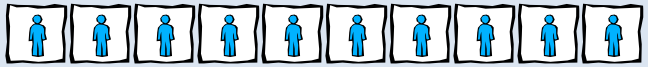
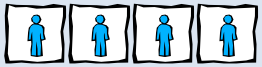
Helston Community College is a fully comprehensive 11-18 College. We have an inclusive ethos where we:

- 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.

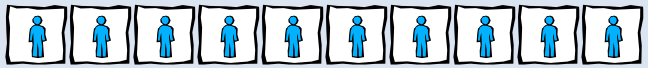
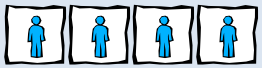
Name of the Special Educational Needs/Disabilities Coordinator: Mr Eugene McFadden (Assistant Headteacher/SENCo)
Contact details: Helston Community College, Church Hill, Helston TR13 8NR – Telephone: 01326 572685 - Email: emcfadden@helston.cornwall.sch.uk

The levels of support and provision offered by our College

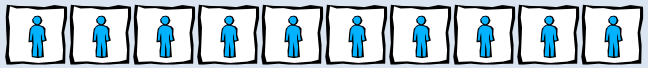
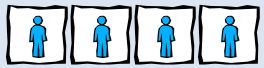
1. Listening to and responding to children and young people

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
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 / year council / College council - Prefect system - student participation in focus groups - student panels in interviews for new staff - student surveys	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.	Individual support is responsive to the views of the student. Student's 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. College works closely with external professionals and are able to seek support for students as necessary.

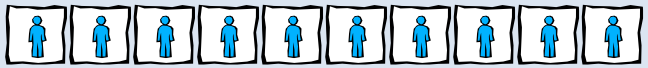
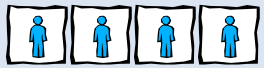
2. Partnership with parents and carers

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
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 and College. • Parent/carers are aware of who 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 is used to inform families regarding attendance, key information and events. • Families can request to receive information by email. • Homework Diary (online) is used to inform parents/carers of set homework.	• 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 are encouraged to contact College about any concerns they have.	• 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. • Additional meetings / more frequent reviews as required (informally and formally e.g. College support plans) .

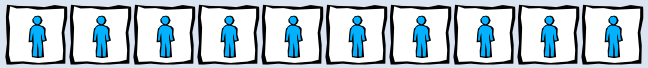
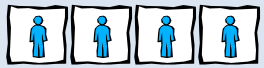
3. The Curriculum

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• 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 normally used as baseline data to measure progress. This year we have been unable to do this rigorously due to the lack of SATS results. • 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, this year we have used the 'No More Marking' Year 7 assessment to baseline our students against a larger cohort across the country. • Progress across the curriculum areas is monitored through regular testing and progress reviews. • Setting occurs using criteria that best meet subject demands.	• 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. - Thrive (social & emotional development) . - Additional small group support for English and Maths. - Handwriting / keyboard skills. - Anxiety support. - Exam preparation and revision.	• 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) . • In very exceptional circumstances, with parental agreement, students may be disapplied from some subjects. This must be agreed by all involved.

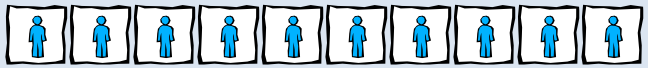
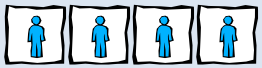
4. Teaching and learning

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• 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 within the COVID compliant restrictions with feedback on next steps for learning. Dedicated improvement Time (DIT) is provided to act on this. • 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.	• 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. • 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. • Homework support is available at the after College homework club that is supported by the SEND team.	• 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 and Teachers of the Deaf.

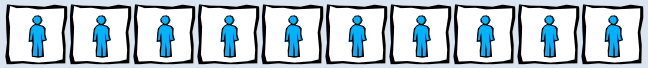
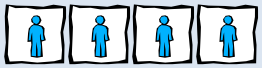
5. Self-help skills and independence

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• 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. • All students are encouraged to complete activities for the Cooperative Community Award programme.	• 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.	• 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.

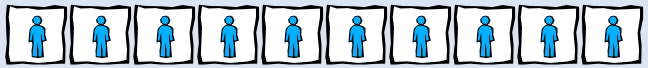
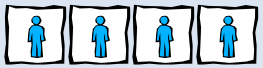
6. Health, wellbeing and emotional support

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• 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. • The College employs a full time nurse who is available to all students. • Bereavement counselling is available. • Student prefects perform lunch and break time duties and are available to offer advice and support to fellow students.	• The Student Support Area ("Green area") 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. • Time limited and monitored groups follow programmes to address: - Social skills. - Emotional awareness and control. - Mental Health.	• 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 nurse. • External professionals such as occupational therapists meet with students in College as required.

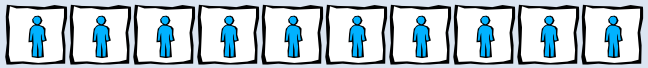
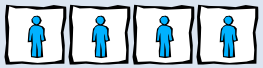
7. Social Interaction opportunities

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• All students have opportunities for social interaction, regardless of need. • All students belong to a tutor group and participate in activities. • Trips and visits are not currently running due to COVID compliance, but when they are running, all students are invited. • All students are encouraged to complete activities for the Cooperative Community Award programme. • Students 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.	• Supervised social time is available at lunch in the Study Support area. • Older students support younger students in a range of mentoring and support roles (e.g. paired reading, mentoring) • Learning Champions run the Thrive Programme. • Learning Champions ensure that opportunities are available for students with ASD to interact socially in a safe and supported way.	• Individual packages are in place to support students with their social and emotional skills. o EG – Lego therapy. o 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 both their own feelings and those of others.

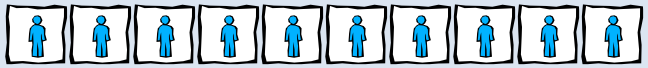
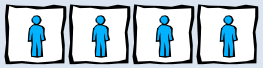
8. The physical environment (accessibility, safety and positive learning environment)

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• 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 Child Protection officer, 'Designated Safeguarding Lead' and 'Children in Care Champion'. • All areas of the College are positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The 'Ready to Learn' system is robust and displayed around the College. • Systems celebrate the achievements of students.	• The Student Support Area ("Green area") 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 hand outs and texts. • Some adapted PE equipment is available.	• Specialist equipment in lessons enables disabled students to be independent. • TA support is provided, 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. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• There are strong links with feeder primary schools. Secondary staff engage in information exchanges with feeder primaries. • In non COVID years, half-termly transition lessons are available to Year 6 as an after College activity. • Transition days for students in Year 6 are normally held in the summer term; this year we held them in September. • 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 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 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.	• Pastoral leaders work with primary schools to identify students who may need extra support at transition from KS2 to KS3. • Staff 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.	• 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.

10. <u>The SEND qualifications of, and SEND training attended by, our staff</u>

Whole College approaches The universal offer to all children and YP. 	Additional, targeted support and provision (suitable support from the range shown) 	Specialist, individualised support and provision (suitable support from the range shown) 
• SENCo qualifications comply with national standards as outlined in Code of Practice (2014). • SENCo attends regular training, local networks and update meetings. • All staff professional update has a focus on improving teaching and learning with appropriate input on meeting the individual needs of learners.	• Staff with specialist roles (e.g. Dyslexia 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.	• Staff with specialist roles (e.g. Dyslexia 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 school and the family, offering strategies to support students with Autism.	Tel: 0300 1234 101
Child and Adolescent Mental Health Services (CAMHS)	Support students with mental health issues.	Tel: 01872 221400 childrens.services@cornwall.nhs.uk
Educational Psychology Service	This service helps to support teachers and students with strategies around students' educational needs from a psychological perspective. Offer the following support: • Consultations with parents and staff; • Assessment for individual pupils; • Advice on strategies to support children and young people Attendance at multi-agency meetings and review meetings; • Contributing to statutory assessments and Education and Health Care Plans; • Training for school staff, other professionals, parents and young people; • Coaching/supervision for teachers and other staff	Tel: 01736 336810 Kate Horrill
Hearing Support	Support students with hearing difficulties.	Tel: 01726 61004 hearing.support@cornwall.gov.uk
Physical Disabilities Service	Support students with physical disabilities.	mleishman@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 vision.support@cornwall.gov.uk
Savvy Education	Provide face-to-face 1:1 tuition, or online tuition on a 1:1 or group basis.	admin@savvyeducation.co.uk
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.	admin@take-2-cornwall.co.uk
CHES	Cornwall Hospital Education Service	Emma Tennant - etennant@waveedu.org

Frequently Asked Questions

How does the College Monitor Student Progress and how do people in College 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 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 tutor and progress is discussed as part of these conversations. Where progress is not being made as expected, 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 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 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, then 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.

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: https://www.helston.cornwall.sch.uk/web/policies/318090

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.childrensservicedirectory.org.uk