







The expected core levels of support and provision offered by a secondary school




1. Student voice - listening and responding to young people

<p>Whole school approaches The universal offer to all students.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all students are valued. • Student voice is represented in all aspects of school. • Student voice is heard through: <ul style="list-style-type: none"> - co-production - consultation - focus groups - questionnaires 	<ul style="list-style-type: none"> • Students with SEND are included in all consultation groups. • Additional provision is developed in light of student voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC meetings and SEN reviews. • Student's are supported in person centred planning and target and outcome setting. • Advocacy is available to ensure the above. • All documentation is presented in a format that is accessible to the student.




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all students attend parent/carer evenings. • Students' tracking reports are sent home once each term. • The school planner encourages written dialogue between families/parents and school. • Parent/carers know exactly who to contact if they have any concerns. • The virtual learning environment, and website, enables parent/carers to understand more about what their young person is learning and use of the portico online access area, allows students access to their online school files. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements e.g. scribe, reader, extra time, rest breaks and use of ICT. • Virtual sites, such as 'Show My Homework' are available so that there is far less confusion at home for young people with SEN. • SPLD Trust Parent Champion identified. Mrs L Dove • Parents are able to contact school re concerns at any time. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews. • Parent/carer's views are an integral part of TAC meetings and SEN reviews. • Advocacy is available to ensure the above. • All documentation is presented in a format that is accessible to individual parents. • Parents are able to join in with school trips. • Parents are encouraged to engage in one-to-one reading and vocabulary programmes

3. The curriculum




<p>Whole school approaches. The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • All students in year 7 and 8 are able to boost their independent learning and literacy skills through programmes such as the REAL project or the Accelerated Reading programme. • Assessments (including dyslexia testing/Cognitive Ability tests) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • A small number of students in Key Stage 4 have the opportunity to access a bespoke curriculum. • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - Literacy – reading, comprehension, spelling, writing etc. - handwriting - numeracy - speech and language - keyboard skills - study skills - social skills - anger management - behaviour 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSE design technology. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved.

4. Teaching and learning




<p>Whole school approaches The universal offer to all students.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a ‘dyslexia-friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Different level groupings are identified for each class and students are made aware that at least some of the time they will be seated in ability groups. • Learning Objectives are displayed and discussed using “We are learning to...” • Differentiated Success Criteria are displayed. • Students’ work should be regularly marked, in green pen, using WWW (What Went Well) and EBI (Even Better If), and their target grades should be visible or easily accessible. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. • Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - Keep students on task. • If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher. • Independent student learning is supported by the use of technology, as appropriate, for example: <ul style="list-style-type: none"> - Laptops - Netbooks - IPADS - Dictaphones - Pen scribes - Reading pens 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from special school requested for advice on teaching and learning.

<p>Students apply “Blue is Best” policy when carrying out self-assessment.</p> <ul style="list-style-type: none">• Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.• Alternative ways of recording are used.	<ul style="list-style-type: none">- Text Help, Naturally Speaking, Clicker 6• Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc.)• Homework support is available	
---	--	--

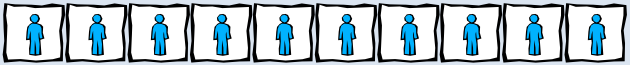
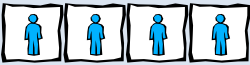

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all students.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Technology is available to aid independence e.g. 'Naturally Speaking' voice recognition is available on all school computers • Students have access to overlays, highlighters, and dictionaries etc which promote independence. • All students have access to a regular homework club (after school, lunchtime etc) 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • Students have access to equipment to help them to learn, such as talking tins, overlays, and timers • Students have access to : <ul style="list-style-type: none"> - visual timetables - learning passports - task cards - prompt cards - traffic light system - time out cards 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find help for themselves, e.g. asked peers, checked books, etc. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent • Personalised timetables are in place to support independence.




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all students.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • PSHE lessons include all students • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Peer mentors are trained to support fellow students. • Students have access to the school nurse. Sessions are private and confidential. • Bereavement counselling is available. • Student issues are dealt with by trained staff, as they arise. • Risk assessments are carried out as appropriate 	<ul style="list-style-type: none"> • The Oasis is available for vulnerable students to take 'time out' and find support at break times. There are trained members of staff running the Oasis. • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - life skills - anger management - behaviour • Sports fixtures arranged with special schools • Risk assessments carried out as appropriate 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Boxall profiling or similar is used to tailor provision to need • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Youth Centres - Dreadnought - Aspires - Penhaligon's Friends - Music therapy - Cornwall/Duchy/ Truro College • Individualised support is provided for students who begin to display early signs of disaffection in KS3. • Students with specific medical conditions have individual health care plans.




7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need • All students belong to a tutor group. • All students are invited on trips and visits. 	<ul style="list-style-type: none"> • Pyramid Club – Key Stage 4 students have 2 day specialist training to work with younger students. • Older students involved in ‘paired reading’ with younger students with SEND. • Transport is available to take students with SEND home when they attend after school activities. • Peer mentors/buddies for vulnerable children and young people. • Autism champion ensures social interaction opportunities for students with autism. 	<ul style="list-style-type: none"> • Students individually supported by TAs enable their attendance at after school clubs. • Learning mentors and TAs use social stories with individual students. • Individualised packages are in place to support students with social skills

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

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. • All faculties have wheel chair accessible classes. • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named Designated Child Protection Officer (and deputies) and a named 'Child in Care' teacher. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • The Oasis for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times. The Oasis ensures the opportunity to eat lunch away from the canteen and stores items in a secure place. • Non-slip, non-breakable equipment available in practical lessons. • Adapted PE equipment available. • Some toilets adapted by height. • Adjustable chairs/ tables available. • There are named adults who are 'team-teach' trained 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There are strong links with feeder primary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3 • Primary children visit school regularly from year 3 for specific events. • Secondary staff visit and teach/support in feeder primaries. • Taster days for students in years 5 and 6, 2 or more induction days for year 6 students and all students in Year 6 invited to attend Summer School • In year 8 preparations begin for option choices ready for Year 9. All students are interviewed with parents regarding choices. • Year 11 students are supported with the sixth form/FE application and interview process. Senior leader meet year 11 students and their parent/carers to make sure they have plans post 16. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition • Students identified as possibly struggling with transition have many additional visits in small groups • A key-worker is in place • A transition passport is put together • Careers South West work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students interest's abilities and needs. 	<ul style="list-style-type: none"> • The SENCO attends year 5 and year 6 annual statement reviews (and earlier if the parent requests). • The student has a keyworker who spends time with them in primary school before supporting them in secondary school. • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Post 16 providers are invited to attend transition reviews. • Students with SEND have extra visits to college in Year 11.