



# Redruth School

## Our SEND Information report

Date – **SEPTEMBER 2020**

Redruth is an inclusive school. We provide support for all students who experience a barrier to their learning and in particular, to those who may have a specific learning difficulty or special educational need. We are committed to ensuring that all students have full access to the curriculum and are able to enjoy all the resources and opportunities available at the school.

*“All children and young people are entitled to an education that enables them to make progress so that they:*

- achieve their best*
- become confident individuals living fulfilling lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training’*

(DfE 2014: 92)

*‘Provision for pupils with Special Educational Needs (SEN) is a matter for the school as a whole. All teachers are teachers of children with special educational needs.’*

(DfES 2001: 59)




***# We will endeavour to provide all the provision in this document for September 2020, however some of our provisions maybe restricted under government guidelines for the period of the COVID 19 pandemic.***

**Name of the Special Educational Needs/Disabilities Coordinator: Eugene Clemence**

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## 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</p> 	<p>Specialist, individualised support and provision</p> 
<p>The confidence and happiness of our students is of the utmost importance to us. All students have access to a comprehensive range of resources to support them with their learning, emotional well-being and health. The views and opinions of our students are sought at every opportunity.</p> <p>Student voice is represented in all aspects of school.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"> <li>○ co-production</li> <li>○ consultation</li> <li>○ focus groups</li> <li>○ questionnaires</li> <li>○ School Council</li> </ul> <p>The School Council includes elected representatives from every year group in the school. These students meet regularly to:</p> <ul style="list-style-type: none"> <li>○ agree actions on issues identified by</li> </ul>	<p>Students with SEND are included in all consultation groups.</p> <p>Additional provision is developed in light of student voice.</p> <p>Peer mentoring is offered to students who might benefit from talking with older peers, for a variety of reasons. The peer mentors are carefully selected and trained to provide 'talking support' to students. In addition, the school has trained Clear Mentors and Restorative Justice Mentors</p> <p>Bereavement Counselling is available to students from trained staff that have completed courses and gained experience with 'Penhaligon's Friends'.</p> <p>Students with 'SEND support' work with teaching assistants to write their Learning Passports/ Individual Education Plans</p>	<p>Communication with parents and carers and with our young people is central to our SEND provision. For those students identified with a learning difficulty or a disability, there is a dedicated team of specialist staff and teaching assistants to listen and respond to their needs.</p> <p>Students who have a Statement or an EHC Plan will have regular reviews of their provision to ensure we are meeting their learning, social, emotional and health needs.</p> <p>For those with Social or Emotional barriers to their learning in Year 7, we have the Nurture Group.</p> <p>Those with social interaction and communication difficulties can be referred to the Effective Learning Centre (ELC)</p>




<p>their peers</p> <ul style="list-style-type: none"> <li>○ consult on matters raised by the staff or senior leaders</li> <li>○ provide student panels for involvement in the recruitment of teachers</li> </ul> <p>Every student is encouraged to give verbal and written responses to staff comments on home works through the Blue is Best feedback system.</p> <p>All students have access to a range of Wellbeing provisions:</p> <ul style="list-style-type: none"> <li>○ Mental Health Practitioners</li> <li>○ Pastoral Leads</li> <li>○ The Oasis</li> <li>○ ELC (Effective Learning Centre)</li> <li>○ TIS/Thrive Trained Staff.</li> </ul>	<p>(IEP's), which are shared with the teaching team for each student.</p> <p>We have a dedicated Pastoral Year Leads to support young people and liaise with families.</p>	<p>We have a specialist Dyslexia Ambassador who work with students with a Specific Learning difficulty, e.g. dyslexia.</p> <p>There are also 3 trained 'Autism Champions' who monitor specific students with a higher level of need and liaises with staff and parents.</p> <p>Individual support is responsive to the views of the student.</p> <p>Student's views are an integral part of SEND reviews.</p> <p>Student's are supported in person centred planning and target and outcome setting.</p> <p>Advocacy is available to ensure the above.</p> <p>All documentation is presented in a format that accessible to all.</p>
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## 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</p> 	<p>Specialist, individualised support and provision</p> 
<p>The School greatly values the partnership with parents and carers and every opportunity is taken to facilitate and maintain regular two-way communication.</p> <p>There are parents/carers on the governing body of the school. Parents/carers are welcomed to celebration evenings, drama and music performances and sporting events. Parents/carers are invited to regular parents evenings to discuss the teaching and learning in school.</p> <p>Translators for parents of EAL students can be provided. Interpreters for those with a hearing loss can be provided. Information is shared via the school website, parent newsletters, text messages and subject specific letters. Parents are encouraged to contact both Progress and Pastoral Year Heads and the SENDCo with enquiries.</p> <p>Students' tracking reports are sent home once each term.</p> <p>The school planner encourages written dialogue between families/parents and school.</p>	<p>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.</p> <p>There are termly Parent Clinics.</p> <p>Parents/carers of students with English as an Additional Language are invited to information and celebration evenings with interpreters where required.</p> <p>Virtual sites, such as Teams and Satchel are available so that there is far less confusion at home for young people with SEND.</p> <p>SPLD Trust Parent Champion identified. Mrs L Dove</p> <p>Parents are able to contact school re concerns at any time.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all multi agency meetings and reviews.</p> <p>Parent/carer's views are an integral part of multi-agency meetings and SEND reviews.</p> <p>Advocacy is available to ensure the above.</p> <p>All documentation is presented in a format that is accessible to individual parents.</p> <p>Parents are able to join in with school trips.</p> <p>Parents are encouraged to engage in one-to-one reading and vocabulary programmes.</p>




<p>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, Teams and Satchel allow Students access to their online school files.</p>		
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### 3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>To this end we recruit highly qualified and well trained teaching staff that use their best endeavours to deliver a stimulating and engaging curriculum. All teaching staff receive regular high quality, updated training, in the latest teaching and learning strategies to improve and maximise the learning progress for all students. Students can expect a high quality teaching and learning experience.</p> <p>On entry to the school, Key Stage 2 data is</p>	<p>All teaching staff receive regular high quality training which raises awareness and provides strategies to support students with additional learning needs or disabilities. Teachers work collaboratively with teaching assistants to plan and differentiate learning experiences for all students.</p> <p>All students continue to access a broad and balanced curriculum. The level of support provided is 'needs lead'. Reading is prioritised as it determines access to the whole curriculum. Students with the lowest reading ages in Year 7, and some in Year 8, can join the Read Write Inc. 'Fresh Start' Programme.</p> <p>In Year 8, there are timetabled literacy</p>	<p>All students access a broad and balanced curriculum. Students who have a Statement or an EHC Plan, have regular reviews to ensure that we are meeting their individual needs and that the interventions they are having are impacting positively on their learning.</p> <p>Our interventions are intended to facilitate access and inclusion of all students in all learning opportunities. Some students, for whom learning difficulties result in emotional behaviours which are a barrier to accessing learning, are selected for timetabled Nurture provision, in Year7. Students with features of Autistic spectrum (ASD) or social interaction difficulties are offered the support by ASD</p>

<p>used to produce target grades for each individual, in each subject area. (Additional information is acquired from Cognitive Assessment Tests and Dyslexia screening for all Year 7 students). Progress towards these targets are regularly monitored and reported to parents/ carers.</p> <p>All students in year 7 and 8 are able to boost their independent learning and literacy skills through programmes such as the Accelerated Reading programme and Literacy Planet.</p> <p>Assessments (including dyslexia testing/Cognitive Ability tests) are used to identify students who need specific interventions.</p> <p>All Year 11 students are supported with academic mentoring to maximise their progress towards GCSE examinations by attending lesson 5.</p> <p>There is a wide range of courses at Key Stage 4, including vocational options. Students make their own choices across the complete range of opportunities.</p>	<p>sessions for all, in addition to their English lessons through the Sound Training Program.</p> <p>In addition to 'Accelerated Reader', students in Years 7 and 8 will be selected for 'Paired Reading', where they read to an older student. Numeracy is also essential across the curriculum. In Mathematics, the lower performing groups are led by specialist maths teachers supported by specialist SEND Staff.</p> <p>All students may access support from teaching assistants (TAs) for specific tasks.</p> <p>Intervention packages are bespoke and needs led.</p> <p>The progress of students taking part in intervention groups is measured on a regular basis.</p> <p>The intervention packages are adapted in light of student progress.</p> <p>Small group intervention includes:</p> <ul style="list-style-type: none"> <li>○ Literacy – reading, comprehension, spelling, writing etc.</li> <li>○ handwriting</li> <li>○ numeracy</li> <li>○ speech and language</li> <li>○ keyboard skills</li> <li>○ social skills</li> <li>○ anger management</li> <li>○ behaviour</li> </ul>	<p>Champions/Wellbeing Staff.</p> <p>Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSE design technology.</p> <p>Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved.</p>
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## 4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Students make progress in their learning with high quality teaching from a well-trained experienced teaching team. All teaching staff receive regular high quality, updated training, in the latest teaching and learning strategies to improve and maximise the learning progress for all students.</p> <p>Year 11 students are invited to attend additional booster and catch-up sessions in a range of subjects, outside the normal school day, Lesson 5. The quality of teaching is monitored regularly, as are the outcomes for students.</p> <p>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.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>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.</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</p> <p>Teaching assistant's/class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>○ ensure understanding</li> <li>○ facilitate learning</li> <li>○ foster independence</li> <li>○ Keep students on task.</li> </ul> <p>If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher.</p> <p>Independent student learning is supported by the use of technology, as appropriate, for example:</p> <ul style="list-style-type: none"> <li>○ Laptops</li> <li>○ IPADS</li> <li>○ Dictaphones</li> <li>○ Pen scribes</li> <li>○ Reading pens</li> </ul> <p>Text Help, Naturally Speaking, Clicker 8</p> <p>Special examination arrangements are put in</p>	<p>Students with particular individual needs may benefit from consistency in the adults who support them. Most of our students learn to become successful independent learners with support from a variety of well-trained experienced TAs.</p> <p>Some students, for whom learning difficulties result in emotional behaviours which are a barrier to accessing learning, are selected for timetabled Nurture provision, in Years 7 and 8. Students with features of Autistic Spectrum (ASC) or social interaction difficulties are offered Social Skills Groups and support from Wellbeing trained staff and the Oasis. Those with ASC may also receive support from our Autism Champions'. For those with additional needs in certain areas of SEMH are offered support through our 2 Effective Learning Centres (ELC 1 &amp; 2)</p> <p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>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,</p>




<p>Learning Objectives are displayed and discussed using “We are learning to...”</p> <p>Differentiated Success Criteria are displayed.</p> <p>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.</p> <p>Students apply “Blue is Best” policy when carrying out self-assessment.</p> <p>Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.</p> <p>Alternative ways of recording are used.</p>	<p>place for internal and external tests and examinations (readers’ scribes etc.)</p> <p>Homework support is available.</p>	<p>severe literacy difficulties/dyslexia etc.</p>
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## 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</p> 	<p>Specialist, individualised support and provision</p> 
<p>Teaching staff create a climate for learning where students can 'risk take' in a safe and non-judgemental environment. This encourages greater independence in learning. Students are encouraged to develop independent learning skills in lessons. They also have numerous opportunities to engage in activities which promote independence and self-help skills.</p> <p>Year 7 begins with team building and group skills through the Summer School, from the age of 14 years, can access Duke of Edinburgh at Bronze and Silver levels.</p> <p>Technology is available to aid independence e.g. 'Naturally Speaking' voice recognition is available on all school computers</p> <p>Students have access to overlays, highlighters, and dictionaries etc. which promote independence. All A4 paper used within the school is buff to assist those with Scotopic tendencies.</p> <p>All students have access to a regular homework club (after school, lunchtime etc.)</p>	<p>Year 6 students with SEND are invited to attend Extended Transition Days at the school in preparation for transition.</p> <p>Students with learning difficulties or disabilities are encouraged to participate in the Duke of Edinburgh Award (DofE)</p> <p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have access to equipment to help them to learn, such as talking tins, overlays, and timers</p> <p>Students have access to:</p> <ul style="list-style-type: none"> <li>○ visual timetables</li> <li>○ learning passports</li> <li>○ task cards</li> <li>○ prompt cards</li> <li>○ traffic light system</li> <li>○ Check In cards.</li> </ul>	<p>The school is committed to making all areas, resources, activities and learning opportunities accessible to our students with disabilities. Equality of opportunity and inclusion are central to our policies and systems. All students are encouraged and supported to participate in practical activities and curriculum areas with modified furniture and equipment to facilitate independence and inclusion</p> <p>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.</p> <p>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</p> <p>Personalised timetables are in place to support independence.</p>

## 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</p> 	<p>Specialist, individualised support and provision</p> 
<p>All students are supported by their Pastoral year head and Progress Year Head. Any student, identified through school monitoring, who is not making expected progress is monitored via the above Year Heads. This ensures opportunity and achievement for all. Students can access a variety of interventions and means of support.</p> <p>These include Literacy, Numeracy and SEND interventions, pastoral support and counselling, peer mentoring, bereavement counselling, revision days and in some cases financial support. All students attend Year assemblies which inform students and to provide moral guidance.</p> <p>Cultural extra-curricular activities are encouraged and well attended. All students are allocated a 'House' to which they belong. They contribute points earned for progress in learning, being good citizens, in sporting competitions. There are house prizes awarded annually.</p> <p>PSHE lessons include all students</p>	<p>The Child Protection and Safeguarding Team become involved where there is a concern for a child's safety and well-being.</p> <p>Vulnerable students are invited to the Oasis. Those students who attend the Nurture provision always have Nurture snacks as part of the structured sessions.</p> <p>We have the Oasis for young people who struggle to regulate their emotions.</p> <p>The school has an extensive Wellbeing package in place to support students through the Trauma Informed Schools programme.</p> <p>Bereavement Counselling is available to students from trained staff who have completed courses and gained experience with 'Penhaligon's Friends'.</p> <p>Support is provided for long term absence due to illness or mental health issues. There are online materials and tutorials.</p> <p>The Oasis is available for vulnerable students</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <p>Boxall profiling or similar is used to tailor provision to need.</p> <p>Additional support for students can be requested from</p> <ul style="list-style-type: none"> <li>○ CAMHS</li> <li>○ Social Care</li> <li>○ Youth Centres</li> <li>○ Dreadnought</li> <li>○ Aspires</li> <li>○ Penhaligon's Friends</li> <li>○ Music therapy</li> <li>○ Bishops Forum</li> </ul> <p>Individualised support is provided for students who begin to display early signs of disaffection in KS3.</p> <p>Students with specific medical conditions have individual health care plans.</p> <p>Referrals can be made to CAMHS in cases</p>

<p>The Mental Health Lead Practitioner, coordinates provision for students with wellbeing, emotional, physical and mental health needs.</p> <p>Peer mentors are trained to support fellow students.</p> <p>Students have access to the school nurse. Sessions are private and confidential.</p> <p>Bereavement counselling is available.</p> <p>Student issues are dealt with by trained staff, as they arise.</p> <p>Risk assessments are carried out as appropriate.</p>	<p>to take 'time out' and find support at break and lunch times. There are trained members of staff running the Oasis.</p> <p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>○ self-esteem</li> <li>○ social skills</li> <li>○ life skills</li> <li>○ anger management</li> <li>○ behaviour</li> </ul> <p>Sports fixtures arranged with special Schools</p> <p>Risk assessments carried out as appropriate.</p>	<p>of depression, self-harm and other mental health issues. Outside agencies can be engaged to provide specialist emotional support, e.g. Dreadnought.</p>
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## 7. Social Interaction opportunities




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All students have opportunities for social interaction, regardless of need</p> <p>All students belong to a tutor group.</p> <p>All students are invited on trips and visits.</p> <p>Peer mentoring, Lunch time and after school clubs. Drama, dance, sporting and music events.</p> <p>Sporting and Cultural extra-curricular activities are encouraged and well attended.</p> <p>There are many local and international trips and residential visits for each year group.</p> <ul style="list-style-type: none"> <li>• There is a Year 11 Prom.</li> </ul>	<p>Older students involved in 'paired reading' with younger students with SEND.</p> <p>Transport is available to take students with SEND home when they attend after school activities.</p> <p>Peer mentors/buddies for vulnerable children and young people.</p> <p>Autism champion ensures social interaction opportunities for students with autism.</p>	<p>Students individually supported by TAs enable their attendance at after school clubs.</p> <p>Student Wellbeing Staff and TAs use social stories with individual students.</p> <p>Individualised packages are in place to support students with social skills</p> <p>Specialist SEND staff accompany students on local and international trips to facilitate inclusion.</p>

## 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</p> 	<p>Specialist, individualised support and provision</p> 
<p>The positive climate for learning is promoted within a cohesive community where equality of opportunity is championed and bullying and prejudice are not tolerated.</p> <p>There are comprehensive programmes to inform and reassure students about the safe and legal uses of technology and social media. There is zero tolerance to verbal or physical abuse of students and staff.</p> <p>The school is fully inclusive to all and any form of prejudice or inequality will be challenged, including racism and homophobia. The physical environment has modifications for accessibility including highlighted steps and doorways for those with visual impairments. Also tactile modifications on crossings and pavements. There are stair lifts, ramps and elevators at specific locations to ensure accessibility. 'Displays for Learning' make the school a positive learning environment.</p> <p>All areas of the school are accessible to everyone including those students with SEND.</p> <p>All faculties have wheel chair accessible classes.</p>	<p>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.</p> <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adapted PE equipment available.</p> <p>Some toilets adapted by height.</p> <p>Adjustable chairs/ tables available.</p> <p>There are named adults who are 'team-teach' trained</p>	<p>The school is committed to making all areas, resources, activities and learning opportunities accessible to our students with disabilities. Equality of opportunity and inclusion are central to our policies and systems.</p> <p>Students with sensory impairments have specialist individual accessibility training to move safely around the school and on external trips.</p> <p>Where behaviour plans for individual students specify the need, we have members of staff trained to use de-escalation techniques and restraint and physical intervention techniques. (These are only applied where students, or staff, are at risk of physical harm.)</p> <p>Specialist equipment in practical lessons enables disabled students to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p>




<p>Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named Designated Safeguarding Lead Officer (and deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment</p> <p>The rewards and sanctions system is robust and displayed around the school.</p>		
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## 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</p> 	<p>Specialist, individualised support and provision</p> 
<p>There are strong links with feeder primary schools. Pastoral leads identify students who may need extra support at transition from Key stage to Key Stage.</p> <p>Primary children visit school regularly from year 3 for specific events.</p>	<p>'Buddy' or peer systems are in place for students who are particularly vulnerable at transition</p> <p>Year 6 students with SEND are invited to 2 inclusion days at the school in preparation for transition. Those with more specific</p>	<p>The SENDCo attends year 5 and year 6 annual statement reviews (and earlier if the parent requests).</p> <p>In partnership with feeder primary schools, we invite parents/carers of more vulnerable and SEND students to visit the school</p>

<p>Secondary staff visit and teach/support in feeder primaries.</p> <p>The school organises:</p> <ul style="list-style-type: none"> <li>○ Year 6 Parents evening</li> <li>○ Year 8 option assemblies</li> <li>○ Parents open evenings for Year 8 options</li> </ul> <p>Also, we have an Assistant Head MABLE Co-ordinator, to increase our numbers of students going to university. This is carried out through the extended use of our LEAP centre and the programs of study therein.</p> <p>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</p> <p>In year 9 preparations begin for option choices ready for Year 10. All students are interviewed with parents regarding choices and through our Career Drop Down Days.</p> <p>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.</p>	<p>SEND can carry out an extended bespoke 4 step transition, co-constructed with the parents and Primary provider.</p> <p>Students receive additional guidance regarding Year 9 options.</p> <p>Students identified as possibly struggling with transition have many additional visits in small groups</p> <p>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.</p>	<p>individually. We will devise personalised timetables of transition for those students with higher levels of need, at each stage.</p> <p>Individual year 8 students, receive advice and guidance on option choices.</p> <p>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.</p> <p>Post 16 providers are invited to attend transition reviews.</p> <p>Students with SEND have extra visits to college in Years 10 and 11.</p>
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## 10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>All teachers are responsible for the progress of all students, by means of high quality teaching and using their best endeavours.</p> <p>All teachers have Qualified Teacher status.</p>	<p>Qualified SENDCo          Qualified TIS/THRIVE Specialists          Qualified teaching assistants,          Trained Literacy HLTAs          Trained mathematics TAs          Trained dyslexia specialist,          Trained autism champions</p>	<p>Qualified SENDCo          Qualified TIS/THRIVE Specialists          Qualified teaching assistants,          Trained Literacy HLTAs          Trained mathematics TAs          Trained dyslexia specialist,          Trained autism champions</p>



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

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
Children, Adolescent, Mental Health Service (CAMHs)	Screen young people for Autism, ADHD, mental health difficulties. Provide therapeutic support for those groups	Via your GP or the school SENDCo
Educational Psychologists	Assess and support young people who are not making progress with their learning.	Via the school SENDCo
Occupational therapists	NHS provision assigned to individual students to provide advice and guidance for a variety of difficulties e.g. fine and gross motor skills	Via your GP
Physiotherapists	Provide advice and individual exercise plans for referred students.	Via your GP
Autism team	For students with a diagnosis of Autism who are experiencing difficulties accessing the school curriculum.	Via the school SENDCo
Bishops Forum		Via the school SENDCo
Dreadnaught		Via the school SENDCo

## 12. Pupil progress

**A student's progress is rigorously monitored throughout their time in Redruth School. Parents and carers receive regular reports and are invited to parental meetings to share information and ensure that students continue to thrive and make progress.**

## 13. How we know how good our SEND provision is

**Talk to us – firstly contact your child's Tutor/Teacher/Head of Department/Pastoral - Progress Head or the SENDCo. We welcome dialogue with parents/guardians and pride ourselves on good home/school communication. We encourage parents and carers to raise concerns with us so that they may be quickly addressed. Please contact the SENDCo Eugene Clemence on 01209 203709**

## 14. If you wish to complain

**Follow the Schools Complaints Procedure on the school website  
Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)  
Answers to Frequently asked Questions**

1 How do people in school know if a pupil needs extra help?

**All teachers are provided with information about the students they teach in each class. Where there is a higher level of need, information for individuals is shared verbally with colleagues and is readily available as required. We have information on our electronic database SIMs, photographs of students plus important information may be displayed in the staff rooms where the need is more acute.**

2. What should I do if I think my child may have special educational needs?

**In the first instance contact your child's tutor.**

3. Who is responsible for the progress and success of my child in school?

**Parents, Teachers, Senior Leadership Team and Head Teacher.**

4. How is the curriculum matched to my child's needs?

**Assessment and monitoring, support is 'needs led', therefore working with our parents/carers and agencies a student may require a very bespoke curriculum, to meet their needs.**

5. How do school staff support me/my child?

**Through continual and consistent communication, the school operates an Open Door Policy.**

6. How will I, and my child, know how well they are doing?

**Students are very much included in the monitoring of their own progress. They are encouraged to respond to teacher comments and be involved in a dialogue of how they are doing and how they can make progress. Parents receive regular reports on the attainment and learning progress of their child. There are opportunities to meet with teachers during the year and where there is a higher level of need, more frequent review meetings are arranged.**

7. How can you help me to support my child's learning?

**The school invites parents and carers to take every opportunity to attend parental information events where information is shared about the learning in school. e.g. Phonics, Paired Reading and dyslexia parents' evenings. Individual meetings in school with key staff, to ensure needs are being met.**

8. What support is there for my child's overall wellbeing?

**Students can be confident that there are systems and adults dedicated to their wellbeing beginning with the Tutor team, Pastoral team, safe guarding team and SEND team.**

9. How do I know that my child is safe in school?

**Every child is protected by legislation which dictates the systems and procedures for child protection and safeguarding.**

10. How is my child included in activities outside the classroom including school trips?

**All school trips are planned and designed with accessibility in mind. This is an inclusive school and the needs of all students are considered, in accordance with the Equality Act (2010).**

11. How accessible is the school environment?

**See the information above and the schools Accessibility Audit available on the school website.**

12. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

**Redruth School works closely with partner primary schools and local colleges to ensure the efficient exchange of information about each student. We arrange transition visits and events to familiarise and reassure students during these crucial periods of change.**

13. How are the school's resources allocated and matched to pupils' special educational needs?

**In this school we make every effort to support our young people on a 'needs led' basis. When a need is identified, the level of need is assessed and the necessary resources are allocated.**

14. How is the decision made about what type and how much support each pupil receives?

**Through Pupil/Parent school/agency liaison**

15. Who can I contact for further information?

**School SENDCo details as above.**