

Launceston College

An Academy Trust

Launceston College Our SEN information report

It is acknowledged that all teachers in the Launceston College are teachers of young people with special educational needs. As such Launceston College adopts a 'whole College approach' to SEN which involves all the staff adhering to a model of good practice. The staff of the College are committed to identifying and providing for the needs of all young people in a wholly inclusive environment.

Link to Equality and Diversity
Policy

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Link to Accessibility Plan

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Name and contact details of the Special Educational Needs and Disabilities Coordinator: Ms Claire Penfold

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all students are valued. • Student voice is heard through: <ul style="list-style-type: none"> ○ the school council ○ representation on the Governing Body ○ participation in interviews for new staff ○ focus groups ○ questionnaires 	<ul style="list-style-type: none"> • Students with SEND are included in 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. • Students are supported in person centred planning and target and outcome setting. • All documentation is presented in a format that is accessible to the student.

2. Partnership with parents and carers




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all students are invited to attend parent/carer evenings. • Students' tracking reports are sent home twice each term. • The eContactbook supports home learning • Parent/carers know exactly who to contact if they have any concerns. • The website enables parent/carers to understand more about what their young person is learning. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their young person at home e.g. <ul style="list-style-type: none"> ○ Year 10 skills for GCSE evening. • 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, PSP's 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 encouraged to support their young people at home with accelerated reader and using myMaths.

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<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 a differentiated curriculum. 	<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 	<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




<ul style="list-style-type: none"> All students in year 7 and 8 are able to boost their independent learning and literacy skills through programmes such as the Accelerated Reader programme. Assessments/Cognitive Ability tests are used to identify students who need specific interventions. 	<p>needs led.</p> <ul style="list-style-type: none"> 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 social skills 	<p>support they need to access GCSE design technology.</p> <ul style="list-style-type: none"> 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.
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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> 
<ul style="list-style-type: none"> Differentiated teaching and learning 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. Learning Objectives are displayed and discussed Differentiated Success Criteria are displayed. Students' work should be regularly marked, using WWW (What Went Well) and EBI (Even Better If), and their target grades 	<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. Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> Laptops 	<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 and autism. Outreach from special school requested for advice on teaching and learning.




<p>should be easily accessible.</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"> Netbooks Ipads Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc) Homework support is available Monday –Thursday after college 	
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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> 
<ul style="list-style-type: none"> Students use the 4 B's prompt in lessons - book, brain, buddy before asking the 'boss!' Technology is available to aid independence e.g. voice recognition is available on all school computers All students can access to a regular homework club after College and support in the library after College and at lunchtime. Learners can access the eContactbook at home and in College to help organise their homework. Staff link relevant 	<ul style="list-style-type: none"> Where teaching assistants are in the classroom they facilitate independence. Students have personalised equipment to help them to learn, such as overlays, and timers. Students with an identified need or without internet access at home use a paper Contact Book Students have access to : <ul style="list-style-type: none"> visual timetables task 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 the 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 task boards and timetables are available to support independence.

materials and differentiate the work accordingly.		
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Life and Learning skills and IAG lessons include all students • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Students have access to the school nurse. Sessions are private and confidential. • Bereavement counselling available. • Student issues are dealt with by trained staff, as they arise. • Risk assessments made for students with mental health needs. 	<ul style="list-style-type: none"> • A base is available for vulnerable students to take 'time out' and find support at breaktimes. There are trained members of staff running the base. • Time limited and monitored groups address: <ul style="list-style-type: none"> ○ self-esteem ○ social skills ○ life skills ○ anger management • Supported Sports academy activities are available after school. • Risk assessed and supported adventure learning activities such as Jubilee Challenge are available. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> ○ CAMHS ○ Social Care ○ Youth Centres (targeted youth support) ○ Dreadnought ○ Penhaligans Friends ○ Kooth ○ Y-Zup (drugs service) ○ ABC (anti-bullying Cornwall) • 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 children and YP</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 form/tutor group. • All students are invited on trips and visits. • All students can contribute to their House 	<ul style="list-style-type: none"> • Older students involved in mentoring reading with younger students with SEND. • Transport is available to take students with SEND home when they attend after school activities. • Autism champion ensures social interaction opportunities for students with autism. 	<ul style="list-style-type: none"> • Students individually supported by TAs or have PAs to enable their attendance at after school clubs. • Learning mentors or TAs use social stories with individual students. • Older welfare and SEND ambassadors are used to support and 'buddy' younger students with SEND

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> 

<ul style="list-style-type: none"> • All faculty 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 Safeguarding Lead' (and team) and a named 'Child in Care' teacher. • Teachers focus on rewarding good behaviour with praise points to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • A base for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times. Ensures the opportunity to eat lunch away from the canteen and store 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 'teamteach' 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.
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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> 
<ul style="list-style-type: none"> • There are strong links with feeder primary schools. KS3 coordinator and Lead LSA identify students who may need extra support 	<ul style="list-style-type: none"> • Students identified as possibly struggling with transition have many additional visits in small groups 	<ul style="list-style-type: none"> • The SENCO or representative attends year 5 and year 6 annual statement reviews or TAC meetings

<p>at transition from KS2 to KS3</p> <ul style="list-style-type: none"> • Primary children visit school regularly from year 2 for specific events. • Secondary staff visit and teach/support in feeder primaries. • Taster days for some students in year 6 and 2 induction days for all year 6 students • All students in Year 6 invited to attend Summer School • Comprehensive Year 7 transition package including a residential with their House • Comprehensive programme leading to option choices in Year 9, including an immersion week 'Kick Start to GCSE' • Year 11 students are supported with the sixth form/FE application and interview process. Senior leader meets year 11 students and their parent/carers to discuss plans post 16. 	<ul style="list-style-type: none"> • A key-worker is in place • A transition passport is put together for some students with individual needs • 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' interests, abilities and needs. 	<ul style="list-style-type: none"> • 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. • Students with SEND have extra visits to college in Year 11.
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Services and organisations that we work with:

Service/ organisation	What they do in brief	Contact details
CAMHS	Mental health services for young people	01566 761100
Social Care	Social workers within the Children, Schools and Families team	Safeguarding concerns can be reported via the MARU 0300 123 1116 but social workers will be assigned and contact with individuals will vary depending on access to direct phone numbers
Targeted Youth	One-to-one support for young people	Referral via Cornwall Family Information Service website:

Support	covering a wide range of issues	http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/site.page?id=d1RLbe3w3lg
Dreadnought	One-to-one sessions with students in school, providing emotional support. Five sessions per day on a Friday	Referral form completed Head of House or Deputy Head of House and submitted via the Pastoral office and KS coordinators.
Aspires	Support sessions run by Dreadnought at the Orchard Centre for young people with ASC and their siblings	
Penhaligon's Friends	Specialist bereavement counselling for young people. Sessions can be held during the school day or in the home/community depending on the choice of the young person and their family	http://www.penthaligonsfriends.org.uk/ for an extremely useful website or call 01209 210624 to discuss a referral. Referral forms can be submitted by the school (with parent's and young person's consent) or by the family.
Kooth	Students aged 11-19 can create a 'profile' on the website and receive online support or alternatively the school can make a referral for face-to-face counselling support which is currently delivered in Dunheved House. Covers a wide range of issues. Counselling takes place in Dunheved House.	www.kooth.com or online referral form which Pastoral staff can complete and submit.
BEME	Mental health support for young people aged 16+. Not much feedback of the service due to the age range they will work with. I think 6th Form may have had some good results.	Phone: 01579 373700 or email: Be.Me@cornwall.nhs.uk The service is based in Liskeard.
Anti-Bullying Cornwall (known as ABC)	One-to-one work with young people affected by bullying. Previously some group work but we haven't had involvement with them for some time so I am not sure if this is still available. Assemblies and classes can be organised.	www.abccornwall.org.uk - Leaflets in the Pastoral Office - Referral form on website - phone number 01209 202696
Family Support	Support for children aged 9 months to	There are several Family Support Workers within the Locality 5 team and they

Workers	12 years and their parents. Probably only useful for Year 7 students unless a referral can be made via a younger sibling if a parent is in need of support at home. Advice re: parenting i.e. healthy meals, bedtime routines, getting children ready for school, organisation etc.	are managed by the Additional Support Manager for Locality 5 - Becky Sutcliffe (email: bsutcliffe1@cornwall.gov.uk) Referral for support via the Family Information Service website: http://cornwall.childrensservicedirectory.org.uk/kb5/cornwall/fsd/home.page follow the Integrated Working section and then Early Help where you can find links to referral forms for Family Support.
Y-Zup	Drugs and alcohol advice for young people up to and including the age of 18.	Freephone number (0800 1693787) for confidential advice about drugs and alcohol.

Answers to Frequently asked Questions

1 How does the school know if children/young people need extra help?

Through data capture and tracking we identify students making significantly less than expected progress given their age and individual circumstances. The first response will be high quality differentiated teaching targeted at the student's areas of weakness. Where progress continues to be less than expected then a screening LUCID LASS test will be used and the SENCo involved.

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

Contact the student's Form Tutor in the first instance.

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

A students' progress is the responsibility of the student, parents and the school working together. The form tutor and Head of House monitor closely and have a detailed overview.

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

Classes are set from year 7 and additional interventions are in place for a wide variety of needs. The options process in year 9 leads to personalised timetables at key stage 4 which can be further adjusted to meet needs in exceptional circumstances. Post 16 there is specialist provision in place with fully personalised timetables to meet needs ranging from Entry level 1 through to A level.

5. How will school staff support my child?

The form tutor has a day to day overview of the students' needs. Students can be supported by the pastoral staff, student support centre or individual needs staff depending on the precise needs.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Data capture sheets are sent home every half term detailing the students' progress against targets. There is a written report, subject parents' evening and an academic review meeting with the form tutor every year.

7. What support will there be for my child's overall wellbeing?

The form tutor has an overview of the students' well-being supported by the Head of House and the pastoral support team.

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

Launceston College takes its responsibilities for safeguarding students very seriously. We comply with the relevant Health and safety legislation as well as having a Designated Safeguarding Lead and team

10. What SEND training have the staff at school had or are having?

The SENCO is a qualified teacher working at the school and has achieved the 'National Award in Special Educational Needs Co-ordination' All Learning Support Assistants are having training using the Inclusion Development Programme.

11. How will my child be included in activities outside the classroom including school trips?

Learning Support Assistants accompany students outside the classroom and on school trips.

12. How accessible is the school environment?

All faculty areas of the school are wheelchair accessible.

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

There is a designated transition Lead Learning Support Assistant who works with the primary schools to design individualised transition visits and activities for those that require additional support

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

The school will attempt to provide high quality support from its SEN budget, however there has to be a strategic approach to meeting SEN in the context of the resource available.

15. How is the decision made about what type and how much support my child will receive?

By consultation with the SENCO when all diagnoses and relevant details have been taken into consideration.

16. Who can I contact for further information?

Elaine Barr Student Support Manager 01566 772468 ElaineB@launcestoncollege.org.uk