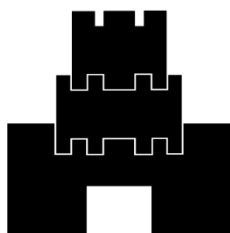


Reference:	Approved by:	Date:	Review:



Launceston College

A Multi Academy Trust

SPECIAL EDUCATIONAL NEEDS POLICY

Updated on: 3rd December 2021

Review by: LOR

Reference:	Approved by:	Date:	Review:




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

Reference:	Approved by:	Date:	Review:

Appendix L – Launceston College SEND Policy




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 College Council ○ representation on the MAT Board ○ participation in interviews for new staff ○ focus groups ○ APLUS reviews ○ questionnaires 	<ul style="list-style-type: none"> • Students with SEND are included in consultation groups. • Additional provision is developed in light of student voice. • Students with SEND are included in external surveys 	<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 (Team Around the Child) meetings, student support meetings and SEND 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.




Reference:	Approved by:	Date:	Review:

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 College works in partnership with all parents and carers. • The parents/carers of all students are invited to attend parent/carer evenings. • Students' data reports are sent home each term. • All parents have access to the Class Charts app to support their child's 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. • Parents can keep their details up to date via SIMs In Touch. 	<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. • Support materials are available on our website • Parents are able to contact College 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, student support meetings and SEND reviews. • Parent/carer's views are an integral part of TAC meetings, student support meetings and SEND 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 using myMaths or similar websites.




Reference:	Approved by:	Date:	Review:

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> 
<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. • All students in Years 7, 8 and 9 are able to boost their independent learning and literacy skills through DEAR (Do Everything Around Reading) • Assessments, Cognitive Ability Tests (CATs) and reading age 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 ○ numeracy ○ social skills ○ personal progress 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEN (Special Educational Need) 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 dis-applied from some subjects. This must be agreed by all involved.

Reference:	Approved by:	Date:	Review:




4. Teaching and learning

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"> • 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, with clear feedback for students to use in order to improve • 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"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND (Special educational needs and disability) 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 ○ Chromebooks • Special examination arrangements are put in place for internal and external 	<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. • External professionals provide assessment, advice and recommendations where necessary • Outreach from special school requested for advice on teaching and learning.

Reference:	Approved by:	Date:	Review:

	tests and examinations (readers, scribes etc) <ul style="list-style-type: none"> • Homework support is available Monday –Thursday after College. 	
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5. Self-help skills and independence

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"> • Students use the 4 B's prompt in lessons - book, brain, and buddy before asking the 'boss!' • Staff teach using the Great Teaching Habits and Great Learning Habits to guide their planning. • Students are encouraged to know and use the Great Learning Habits • Technology is available to aid independence e.g. voice recognition is available on all school computers • All students have access to regular homework support after College 	<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 who cannot access Class Charts use a paper planner. • Students have access to : <ul style="list-style-type: none"> ○ visual timetables ○ task boards ○ traffic light system or similar communication system ○ time out cards ○ access to a fidget item 	<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.

Reference:	Approved by:	Date:	Review:

<p>and can access the library after College and at lunchtime.</p> <ul style="list-style-type: none"> Learners can access the Class Charts app easily at home and in College to help organise their homework. Staff link relevant materials and differentiate the work accordingly. 	<ul style="list-style-type: none"> A safe space ie the Nurture Room 	
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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> 
<ul style="list-style-type: none"> IAG (Information and guidance) 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. 	<ul style="list-style-type: none"> A base is available for vulnerable students to take 'time out' and find support at break times. There are trained members of staff running the base. The College has a Trauma Informed School's (TIS) practitioner and support staff are encouraged to use TIS approaches when supporting students 	<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"> Early Help Hub (EHH) including Targeted Youth Worker or Family Support Worker CAMHS Social Care

Reference:	Approved by:	Date:	Review:

<ul style="list-style-type: none"> • Bereavement counselling is available. • Student issues are dealt with by trained staff, as they arise. • Risk assessments are undertaken for students with mental health needs. • We are an Adventure Learning School and provide lots of extra-curricular and enriching opportunities for students in all years. • Lunchtime wellbeing clubs are on offer across the week. 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> ○ self-esteem ○ social skills ○ life skills ○ anger management • Supported Performance Academy activities are available after school. • Risk assessed and supported adventure learning activities such as Jubilee Challenge are available. • Mentoring is available for identified groups • Access to the College gym as part of an intervention group. • Mindfulness sessions for identified students 	<ul style="list-style-type: none"> ○ ASD team (Autism team) ○ Dreadnought ○ Penhaligan's 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 (IHCP)
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Reference:	Approved by:	Date:	Review:

7. Social Interaction opportunities

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"> • All students have opportunities for social interaction, regardless of need • All students belong to a tutor group and House. • All students are invited on trips and visits. • All students can contribute to their House by taking part in challenges and competitions. 	<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 College activities. • Autism champion ensures social interaction opportunities for students with autism. 	<ul style="list-style-type: none"> • Students individually supported by TAs (teaching assistant) or have PAs (personal assistant) to enable their attendance at after College 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




Reference:	Approved by:	Date:	Review:

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 College 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' (DSL and team) and a named 'Child in Care' (CIC) teacher. • Teachers focus on rewarding good behaviour with House points to promote a positive learning environment • The praise and sanctions system is robust and displayed around the College. 	<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.

Reference:	Approved by:	Date:	Review:

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 at transition from KS2 to KS3 • Primary children visit school regularly from Year 2 for specific events. • Secondary staff visit and teach/support in feeder primaries. • Parents and students in Year 5 have the opportunity to meet Year 7 College ambassadors • Taster days for some students in Year 6 and two induction days for all Year 6 students • All students in Year 6 invited to attend Summer School • Comprehensive Year 7 transition package culminating in a residential with their tutor group and House. 	<ul style="list-style-type: none"> • Students identified as possibly struggling with transition have additional visits in small groups • A key-worker is in place • A transition passport/plan is put together for some students with individual needs • Careers South West (CSW) or the College careers advisor 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 SENCO (Special Educational Needs Coordinator) or representative attends Year 5 and Year 6 annual reviews or TAC meetings • 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 College day, environment, etc. • Students with SEND have extra visits to Post 16 provision in Year 11.

Reference:	Approved by:	Date:	Review:

<ul style="list-style-type: none"> • 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. 		
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Services and organisations that we work with:

Service/organisation	Acronym	What they do in brief	Contact details
Child and Adolescent Mental Health Service	CAMHS	Mental health services for young people	Cornwall CAMHS - Telephone 01872 322277 E-mail earlyhelphub@cornwall.gov.uk Website www.cornwallft.nhs.uk/ Parent organisation Early Help Hub Launceston Children's Centre – 01566 761100

Reference:	Approved by:	Date:	Review:

Children's Social Care		Social workers within the Children, Schools and Families team	Safeguarding concerns can be reported via the MARU (Multi-agency Referral Unit) on 0300 123 1116 but social workers will be assigned and contact with individuals will vary depending on access to direct phone numbers
Early Help Hub	EHH	The point of contact for advice and requests for support for a child or young person with special educational needs or disability.	https://www.cornwall.gov.uk/earlyhelphub
Targeted Youth Support	TYS	One-to-one support for young people covering a wide range of issues	https://www.cornwall.gov.uk/earlyhelphub
Dreadnought		One-to-one sessions with students in school, providing emotional support. Five sessions per day on a Friday	Referral form completed by Head of House or Deputy Head of House and submitted via the KS (Key Stage) coordinators.

Reference:	Approved by:	Date:	Review:

Cornwall Healthy Schools		A useful website that can signpost you to support on a variety of issues that affect young people, including wellbeing, food, bullying etc.	https://www.cornwallhealthyschools.org/anti-bullying/ From this link you will find a useful list of agencies who support young people if they are experiencing bullying.
Aspires		Aspires is a socialisation project for young people aged 8 - 18 who have a diagnosis of an Autism Spectrum Condition and their siblings. Support sessions are run by Dreadnought at the Orchard Centre.	team@thedreadnought.co.uk
Penhaligon's Friends		Specialist bereavement counselling for young people. Sessions can be held during the College 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 House team (with parent's and young person's consent) or by the family.
Kooth		XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.	For more information about XenZone, please visit XENZONE.COM . If you're a parent looking for more information about Kooth, please email PARENTS@XENZONE.COM Staff in the Pastoral Office can make referrals for individual students on a service request form.
Family Support Workers	FSW	Support for children aged 9 months to 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 needs support at home. Advice re: parenting i.e. healthy meals,	There are several Family Support Workers within the Locality 5 team and they are managed by the Locality manager Sandy Magee (Sandy.Magee@cornwall.gov.uk)

Reference:	Approved by:	Date:	Review:

		bedtime routines, getting children ready for school, organisation etc.	Referrals for support are made through the Early Help Hub. This referral is accessed through a House Pastoral Support Worker and safeguarding admin: https://www.cornwall.gov.uk/earlyhelphub
Wise Up	YZUP	Drugs and alcohol advice for young people up to and including the age of 18.	Follow the Integrated Working section and then Early Help where you can find links to referral forms for Family Support.

Answers to Frequently asked Questions

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

Through assessment data 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 your child's tutor in the first instance.

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

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

Reference:	Approved by:	Date:	Review:

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 College staff support my child?

The form tutor has a day to day overview of the students' needs. Students can be supported by their House Pastoral Support Worker, student support centre (SSC) 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?

Student data is sent home every term detailing your child's effort towards a banded target. There is a subject parents' evening and an academic review meeting with the form tutor each year. All parents are encouraged to use the Class Charts app in order to support home learning.

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. They will be able to guide you and your child to access the most appropriate support.

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 (DSL) and team

9. What SEND training have the staff at College had or are having?

Reference:	Approved by:	Date:	Review:

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 take part in regular training opportunities.

10. How will my child be included in activities outside the classroom including College trips?

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

11. How accessible is the College environment?

All faculty areas of the College are wheelchair accessible.

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

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

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

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

14. 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.

15. What happens about exam concessions?

This is based on evidence collected from class teachers in liaison with the SENCo. For some arrangements, students have to be assessed and the arrangement applied for from the exams board e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor can be granted by the College, but evidence of need must be collated and stored on file, this has to be the students 'normal way of working'. The College specialist assessor is Ms Clare Rothwell.

Reference:	Approved by:	Date:	Review:

16. Who can I contact for further information?

Michele Prout in Student Support on 01566 772468, michele@launcestoncollege.org.uk

Reference:	Approved by:	Date:	Review:

EXAM ACCESS ARRANGEMENTS

The College is required to log evidence to show the need for this support as it has to be the student's usual way of working. Students are screened using LUCID Exact and if eligible will be seen by a specialist assessor, Janet Davis at the beginning of Year 10. Additional assessments will then be carried out to find out whether the student will be entitled to any special arrangements. An application will then be made to the exams board for the access arrangements and parents/carers will be notified. For any queries regarding exam access arrangements a meeting can be organised with the following members of staff:

SENDCo

SENDCo Assistant: SEN Exams Coordinator

Reference:	Approved by:	Date:	Review:

Reference:	Approved by:	Date:	Review: