



# Newquay Tretherras Academy

## SEND Information Report 2017-18

### Responsible Persons

Head Teacher

Samantha Fairbairn

SENDCO

Hayley Coombes

Deputy Head teacher

Sarah Goswell (SLT link)

SEND Governor




Sarah Karkeek

### Mission Statement

Across the Newquay Education Trust (NET) our mission is to **know, value** and **understand** all of our students, ensuring they have equal access to a flexible, creative curriculum, fostering inclusion for all.




## 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><b>The views of all children are listened to and valued.</b></p> <p>The children's opinions are voiced to the school through:</p> <ul style="list-style-type: none"> <li>• Meetings, questionnaires and surveys.</li> <li>• School Council.</li> <li>• School nurse drop in and referral system.</li> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras.</li> <li>• Dedicated School Safeguarding officer and deputy.</li> <li>• Social, Moral, Spiritual and Cultural curriculum.</li> <li>• Dedicated Pastoral Team.</li> <li>• Sixth Form Mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Staffed Nurture room available at break and lunchtimes.</li> <li>• Careers4U/Careers South West (CSW) in school support.</li> <li>• Referrals to partner agencies</li> <li>• SEND students are given additional support and guidance through differentiated planning.</li> <li>• Teachers use assessment and work together to monitor the progress of our SEND students.</li> <li>• Students with SEND are included in consultation groups and focus teams.</li> <li>• Additional provision is developed in light of student voice.</li> </ul>	<p>Individual support is responsive to the views of the children through:</p> <ul style="list-style-type: none"> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras. Individual and specialist support offered through referrals to outside agencies (e.g. CAMHS /Autism Team) or through the expertise of The Wave Team: Time to Talk/Lunchtime Drop ins.</li> <li>• Asking children their opinions and these are included in Annual Reviews, SEN Support Reviews, TAC meetings.</li> <li>• Student's are supported in person-centred planning and target and</li> </ul>




<ul style="list-style-type: none"> <li>• Praise and reward system.</li> <li>• Assemblies.</li> <li>• House System.</li> <li>• Sports Day.</li> <li>• Extensive choice of extra-curricular activities offered.</li> </ul>	<ul style="list-style-type: none"> <li>• The children are encouraged to talk with the SENDCO / teachers /Learning Mentors.</li> </ul>	<p>outcome setting through individual Pupil Passports.</p> <ul style="list-style-type: none"> <li>• The children are encouraged to talk with the SENDCO / teachers /Learning Mentors.</li> <li>• Support staff are available to advise and help students at all times.</li> <li>• Through the use of a key workers, all students who have a Statement of Educational Needs or have an Education and Health Care Plan, will have an opportunity to discuss their learning and improvements regularly.</li> <li>• Regular contact with parents and carers as required.</li> </ul>
--	---	---

## 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 
<p><b>The school works in partnership with all parents and carers:</b></p> <ul style="list-style-type: none"> <li>• The parents and carers of all students are invited to parent meetings.</li> <li>• Parents/carers are able to and encouraged to contact school with any query or concern at any time.</li> <li>• Year 5/6 Open Evening and Open Mornings.</li> <li>• Academic Review/Support Evenings 7-13.</li> <li>• Parents' Evenings Years 7-13.</li> <li>• Regular progress reports to parents Years 7-13.</li> <li>• Year 9 Options Evening.</li> <li>• Year 12 Parents' Induction Evening</li> <li>• Post 16 Open Evening.</li> <li>• Parents and carers are made aware of who to contact if they have any concerns:               <ul style="list-style-type: none"> <li>➤ Tutor/Class teacher</li> <li>➤ Head of Year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Parents and Carers are invited to attend specific and targeted information sessions and 'Tea and Cake' afternoons. (Transition/Parent Support Coffee Mornings)</li> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras – Advice/support/guidance. Parent Support Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are actively invited to attend TAC and SEN Review meetings</li> <li>• Parents and carers views are an integral part of review meetings; Annual Review and SEN Support Reviews.</li> <li>• SENCO is available via phone/email/individual meetings to discuss issues concerning children with SEND.</li> <li>• Parental meetings with appropriate members of staff as appropriate.</li> <li>• Parents/carers are informed of any additional intervention their child receives.</li> <li>• Home/School books are provided. for children when necessary.</li> <li>• Educational Welfare Officer Involvement.</li> <li>• Safeguarding officer liaison.</li> <li>• Police Liaison Officer Involvement.</li> </ul>

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>➤ Head of Department</li><li>➤ The Wave Manager</li><li>➤ SENDCO</li><li>➤ Head Teacher/Senior Staff</li><li>• Regular newsletters and the school website keep parents and carers informed about what the children are learning, school events and dates.</li><li>• Parents/carers are contacted via our text message service to ensure all families receive individual messages from school staff.</li><li>• On line homework – Show My Homework is used to inform parents/carers of the homework set.</li><li>• Parent questionnaires.</li><li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras – Advice/support/guidance.</li></ul> |  |  |
|---|--|--|




### 3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p><b>All students, regardless of their ability and/or additional needs have full access to the curriculum.</b></p> <ul style="list-style-type: none"> <li>• Additional literacy and numeracy lessons for all students in Years 7,8 and 9.</li> <li>• Specialist teaching staff.</li> <li>• Extra-curricular activities are actively encouraged and provision made to attend out of school activity opportunities.</li> <li>• Progress for all students is monitored across the curriculum half termly.</li> <li>• All students have access to specific learning support resources.</li> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention work is bespoke and needs led, with the aim of improving key skills required to fully access the curriculum.</li> <li>• The progress of the students are reviewed regularly, with the intervention being continued, modified or ceased as appropriate.</li> </ul> <p>Our intervention schemes include:</p> <ul style="list-style-type: none"> <li>➤ Read Write Inc Literacy programme</li> <li>➤ Maths intervention</li> <li>➤ Bespoke dyslexia support</li> <li>➤ Precision teaching sessions</li> <li>➤ EAL support</li> <li>➤ Small group Social Skills programme</li> </ul>	<ul style="list-style-type: none"> <li>• Our inclusive policy ensures that students are supported in accessing all areas of the curriculum regardless of their SEND, with Learning Support staff support where necessary.</li> <li>• Specific, directed planning will support students where it is not possible for them to access classwork. The planning will be linked to the work but adapted for individual achievement.</li> <li>• 1:1 targeted and bespoke support: Dyslexia support/literacy support/numeracy support.</li> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras.</li> <li>• Personalised, flexible and bespoke timetables for individual students. packages/alternative programmes.</li> </ul>

- Learning Mentor support in Learning Support groups.
- Study Skill sessions offered to Year 10 and 11 students.
- Students have the opportunity to be involved in extra-curricular clubs and activities.

- Study Skill sessions offered to Year 10 and 11 students.
- Access to ASDAN, Entry level Functional Skills accredited qualification as appropriate.
- In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved.
- Access arrangements for exam dispensation: Students are individually assessed and appropriate exam dispensation can be put in place.
- Work placements.


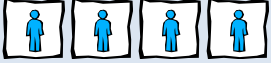

#### 4. Teaching and learning

<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><b>All students receive first quality teaching.</b></p> <ul style="list-style-type: none"> <li>• Students' progress is checked regularly.</li> <li>• Students are provided with targets and are made aware of their current level of achievement.</li> <li>• Literacy and Numeracy is a priority for all staff.</li> <li>• The whole school uses an <b>inclusive</b> approach to teaching and learning.</li> <li>• All lessons are carefully planned to include clear success criteria, a focused learning intention, different learning styles and differentiated activities.</li> <li>• Students work in ability groups, friendship groups, pairs and independently during the school day.</li> <li>• A variety of learning styles are used.</li> <li>• Learning intentions are displayed and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers ensure Learning Support staff have access to lesson planning to ensure that students with SEND have targeted support and provision where appropriate Strategies for specific needs distributed.</li> <li>• Teachers and Learning Support staff work with small groups to: <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> </li> <li>• Learning Support are used within some lessons to ensure the independence and progress of students with additional needs and also to ensure all other students in the class are on task and understand the learning intention.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated tasks are provided to enable independent learning.</li> <li>• 1:1 support is in place for students who may require intensive support above and beyond what is available in the classroom, e.g. for those with physical difficulties, sensory needs, speech and language difficulties, social skills, autism, dyslexia, severe learning difficulties and emotional interruptions.</li> <li>• Specialist resources and equipment.</li> <li>• Specialist advice and support is available from external groups including Educational Psychologists, Physical Disabilities Advisor, Hearing Support Service, Vision Support Service, Autism Team, Dyslexia specialists, Psychiatrists,</li> </ul>






<ul style="list-style-type: none"> <li>• Peer / student conferencing is used to ensure all children are involved in the marking process.</li> <li>• All teachers use a consistent approach to marking which is discussed with students.</li> <li>• Students are given feedback of how to improve their work. This can be verbal as well as the written comments used when books are marked.</li> <li>• Students are given adequate time to ensure they can improve their learning, taking account of the marking and next steps strategies.</li> <li>• Whole staff SEND training and information sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group support is in place for students who need more intensive support above and beyond what is available in the classroom.</li> <li>• Homework support is available after school.</li> <li>• Educational Psychologist provides advice on how best to support students who find learning difficult.</li> <li>• Additional support for Pupil Premium.</li> <li>• Access arrangements for exam dispensation.</li> <li>• Regular record keeping, tracking and assessment.</li> </ul>	<p>Physiotherapists and Occupational Therapist.</p> <ul style="list-style-type: none"> <li>• Alternative ways of recording are used for individuals who have difficulties with coordination, dyslexia, sensory difficulties, with advice sought from agencies such as the OT, the ASC team, Vision Support Service and Hearing Support Service.</li> </ul>
--	--	--

## 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><b>All students are encouraged to think for themselves and be independent.</b></p> <ul style="list-style-type: none"> <li>• Social, Moral, Spiritual and Cultural (SMSC) Curriculum embedded across all curriculum areas of the school.</li> <li>• The Tretherras Way embedded in the whole school ethos.</li> <li>• All students have access to extra-curricular clubs which encourage independence and self-help skills.</li> <li>• All students are encouraged to change independently for PE, extra-curricular clubs and sports days/activity days.</li> <li>• School nurse drop in and referral system.</li> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras.</li> </ul>	<ul style="list-style-type: none"> <li>• Where Learning Support staff are in the classroom, or during 1:1 tuition, they facilitate independence from all students.</li> <li>• Students have personalised equipment to help them learn, such as overlays, timers, as well as common classroom resources.</li> <li>• The social skills groups focus on developing life-skills and independence.</li> <li>• Specific programmes to develop students' confidence, attitudes to learning, discrete groups.</li> <li>• Careers4U/Careers South West in school support.</li> </ul>	<ul style="list-style-type: none"> <li>• Where 1:1 support is provided, Learning Support staff encourage independent work whenever possible.</li> <li>• Learning Support staff use resources, questioning, and verbal prompts to help develop independent working skills.</li> <li>• Practical assistance for physically impaired/disabled students.</li> <li>• Resources from Physiotherapy and Occupational Therapy are provided where necessary to ensure students are provided with treatment and resources needed to promote independence.</li> <li>• Provision is made to allow students to access out of school activities.</li> <li>• Where necessary individual visual timetables are used.</li> <li>• Additional support is shared across the team to build resilience in the</li> </ul>




		<p>child so that they have self-coping strategies for when and if the Learning Support staff is absent.</p> <ul style="list-style-type: none"> <li>• Break and lunchtime supervision where appropriate.</li> </ul>
--	--	--

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><b>All students are encouraged to be responsible for all their areas of development including physical health and emotional wellbeing.</b></p> <ul style="list-style-type: none"> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras.</li> <li>• All adults are happy to provide pastoral care to any of our students who ask for help.</li> <li>• Introduction of Newquay Tretherras Therapy Dog: September 2017.</li> <li>• School nurse drop in and referral system.</li> <li>• Social, Moral, Spiritual and Cultural (SMSC) Curriculum embedded</li> </ul>	<ul style="list-style-type: none"> <li>• Vulnerable young people have the opportunity to attend nurture room during break and lunch when appropriate</li> <li>• Sporting events, such as Project Ability are used to increase students' health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Staff trained in mental wellbeing working at The Wave offer 1:1 individualised support for students.</li> <li>• Thrive – a programme designed to identify and improve the emotional wellbeing of students to be introduced Sep 2017.</li> <li>• Key staff have team teach training.</li> <li>• Access to meet with Key Worker as required.</li> <li>• TAC (Team Around the Child) meetings, and reviews are supported by a range of agencies.</li> </ul>




<p>across all curriculum areas of the school.</p> <ul style="list-style-type: none"> <li>• Science curriculum includes diet and healthy eating.</li> <li>• All students have access to physical education within their curriculum.</li> <li>• Extra-curricular sports activities and out of school competitions and events are actively encouraged to increase student's health and wellbeing.</li> <li>• Promotion of physical and mental health during 'Health Week.'</li> <li>• Themed assemblies are used to promote important issues.</li> <li>• Additional lessons within SMSC are included if specific issues have arisen.</li> <li>• Any emotional issues, disagreements, or bullying are dealt with by staff immediately.</li> <li>• Introduction of 'Toot Toot' in September 2018 to highlight and target bullying issues.</li> <li>• Risk assessments are in place for children with SEND and behaviour difficulties.</li> </ul>		<ul style="list-style-type: none"> <li>• Additional support for young people can be requested from: <ul style="list-style-type: none"> <li>CAMHS (Children and Adolescent Mental Health Service)</li> <li>Social Care</li> <li>Mentoring</li> <li>Dreadnought</li> <li>Kooth</li> <li>Aspires</li> <li>Early Help Hub</li> <li>Family Information Services</li> </ul> </li> <li>• Care Plans are created to support the young person's physical and medical needs when appropriate.</li> <li>• Annual Review/EHCP meetings</li> <li>• Regular contact with parents and carers as required.</li> <li>• Support and monitoring is provided for young people with eating and toileting difficulties.</li> <li>• Physiotherapists and Occupational therapists, Vision and Hearing Support Services are used to support students and the adults working with them when required.</li> </ul>
---	--	--

## 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 
<p><b>All students have opportunities for social interaction, regardless of need and ability.</b></p> <ul style="list-style-type: none"> <li>• All students belong to a Tutor with a named Form Tutor.</li> <li>• All students are invited on trips and Visits.</li> <li>• Appropriate risk assessments are completed for trips, visits and activities to ensure all students are safe and their needs will continue to be met whilst out of school.</li> <li>• Students are actively encouraged to participate in after school clubs and we celebrate achievements in out of school activities in celebration assemblies</li> <li>• All students belong to a house, and can participate in inter house challenges.</li> <li>• The school council represent the</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture groups and intervention groups provide a safe, small environment for vulnerable students to interact and practice social skills.</li> <li>• Nurture during break and lunchtimes provide additional support to students who struggle with social interaction in the playground.</li> <li>• Students have the opportunity to become a school councillor, representing their year group at regular meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Support staff working with individual students support development of social skills and assist in social situations.</li> <li>• The Teacher of the Deaf and trained Learning Support staff support individuals with hearing impairment.</li> <li>• Radio systems and FM transmitters enable students with hearing impairments to communicate with teachers and peers effectively.</li> <li>• Sporting events such as Project Ability provide opportunities for social interactions.</li> <li>• Individual planning includes adult led social activities with small groups.</li> </ul>




<p>students in school meetings and meet and greet visitors.</p>		<ul style="list-style-type: none"> <li>• 'Wednesday Club' – afterschool activities offered to Year 7-9 for students with complex needs.</li> </ul>
---	--	--

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><b>All areas of the school are accessible to everyone including those students with SEND.</b></p> <ul style="list-style-type: none"> <li>• School Site Risk Assessment.</li> <li>• In School Risk Assessments.</li> <li>• Medical Officer and First Aid Team.</li> <li>• Named Child Protection Officers and Designated Safeguarding Officer.</li> <li>• Named Child in Care Teacher.</li> <li>• The majority of areas are wheelchair accessible.</li> <li>• Lift maintained and accessible.</li> <li>• Disabled toilets / changing room are available to students who need them.</li> <li>• Questionnaires have shown that students feel safe and happy in the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilled management of medical needs: Epilepsy, Diabetes, Allergies etc.</li> <li>• Liaison with medical professional</li> <li>• Regular meetings with SENDCO, Medical Officer/First Aid Team, safeguarding team and Pastoral Team.</li> <li>• Quiet areas are available during breaktimes and lunchtimes both in and out of school for students who are unable to manage with unstructured times.</li> <li>• Key named staff have been Team Teach trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment and IT.</li> <li>• Liaison with medical professional.</li> <li>• Personal Educational Evacuation Plans for individual students.</li> <li>• Where possible, doors have been widened and have electronic sensors to enable wheel chair access. These are activated by students, giving them independence.</li> <li>• 1:1 support is provided for students with a Statement or EHCP to ensure they can access practical aspects of the curriculum.</li> </ul>

<ul style="list-style-type: none"> <li>• The school grounds are safe and secure during the school day.</li> <li>• Structured rules for moving around the building.</li> <li>• Duty staff.</li> <li>• Members of the public must sign into reception before entering the main school building.</li> <li>• Anti Bullying Policy.</li> <li>• SEND Policy.</li> <li>• All areas of the school are inviting, engaging, positive and support learning and/or value student's efforts.</li> <li>• Teachers focus on positive rewards for good behaviour.</li> <li>• The rewards and sanctions system is maintained across the whole school, reflecting the school rules and expected behaviour.</li> <li>• School nursed drop in and referral system.</li> <li>• Access to <b>The Wave</b> – Personalised Learning and Well-being Centre at Newquay Tretherras</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture group at break and lunch times for those students who cannot go out on to the playground to play.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support where relevant for access to disabled facilities, physiotherapy and personal care</li> <li>• Radio hearing devices are used by teachers where students have hearing difficulties.</li> <li>• All teachers are made aware of individual students who may need quiet areas within the classroom, students who need to be seated near or away from the door, plus other physical factors that will affect the layout of the classroom such as wheelchair access between tables.</li> <li>• <b>The Wave</b> can be used for students with emotional or behavioural issues. This is supervised by experienced staff.</li> </ul>
--	---	---

## 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><b>Key transition points are important for all student and specific support around these times are offered for all students.</b></p> <ul style="list-style-type: none"> <li>• We have strong links with the primary schools in our area</li> <li>• Meeting with Year 6 parents and students at transition visits from feeder primary schools.</li> <li>• Year 6 Induction Days.</li> <li>• Tailored transition package for vulnerable Year 6/ Year 11 students.</li> <li>• IAG (Information Advice and Guidance) for all students.</li> <li>• Guidance for all students in Year 9 with regards to options.</li> <li>• Year 10 College taster days.</li> <li>• Year10 Work Experience.</li> <li>• Year 11 College transition/assemblies / visits / interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups of students have additional transition visits to Tretherras in the summer Term before they leave.</li> <li>• Parents and Carers are invited to attend specific and targeted information sessions and 'Tea and Cake' afternoons.</li> <li>• Links with local Further Education providers, who also attend all Annual Reviews of Year 11.</li> <li>• Access for pupil premium and vulnerable students to 'Summer School'.</li> <li>• Tailored IAG for all students on the Record of Need.</li> <li>• Liaison with Truro College and Duchy College and Career South West regarding appropriate vocational courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Close liaison with feeder SENDCO's, Year 6 teacher, parents and carers regarding transition support.</li> <li>• Newquay Tretherras SENDCO request to attend all Year 6 Annual Reviews.</li> <li>• Individuals joining our school from a different setting will be given a 'buddy' as they settle.</li> <li>• Some students with SEND, who join our school from a different setting, are given the opportunity for a phased transition if it is felt necessary.</li> <li>• Tailored transition package for vulnerable Year 6 / Year 11 students.</li> <li>• Carrers4U/CSW individual support available for all Year 11 students on request</li> </ul>



<ul style="list-style-type: none"><li>• Year 11 College applications completed through Social, Moral Spiritual and Cultural curriculum.</li><li>• Carrers4U/CSW individual support available for all Year 11 students on request.</li></ul>		<ul style="list-style-type: none"><li>• Carrers4U/Careers South West (CSW). involved in transition of students on EHC Plans from Year 9 onwards</li><li>• College transition visits for Year 11 vulnerable students and those on EHC Plan.</li></ul>
---	--	--

## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Autistic Spectrum Team	The Autism Spectrum Team is a service supporting young people and their families with autism	Sarah Foden - Autism Spectrum Advisor Telephone: 01726 223356
CAMHS (Child and Adolescent Mental Health Services)	Support children and young people with mental health issues	01872 221400 <a href="mailto:childrens.services@nhs.uk">childrens.services@nhs.uk</a>
Careers South West	CSW begins to outline to parents/carers and young people the options available to them when they leave school	Jane Bray
Carrers4u	Bespoke Career/Transition advice	Sharon Mitchell Jenny Brookes
Cornwall Dyslexia Association	Support the needs of dyslexic children and young people in education and adults in the work place	01872 274 827
Cornwall Transport Team	Arrange home/school transport	0300 1234 100
Dreadnought/Aspires	Socialisation projects for students with ASC	01209 218764
Early Help Hub	The Early Help Hub offers a flexible multi-disciplinary service that responds to the needs of the child/family by providing the 'right help, at the right time by the right service.'	01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a> <a href="http://www.cornwall.gov.uk/earlyhelphub">www.cornwall.gov.uk/earlyhelphub</a>
Educational Psychology Service	Assess children who are having learning	Through school 01637 874543.

	difficulties and recommend strategies to support their learning.	However there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm
Hearing Support Service	Support students with hearing difficulties, provide specific 1:1 teaching and provide guidance and advice to staff.	01726 61004
SEN Assessment and Provision Team	Carry out assessment for statements and EHCP, and review and monitor implementation.	01872 322417
Social Care	The Children in Care Service comprises of the following: Foster Care and Short Break Service, Residential Service, Children in Care Development Team	Truro Children's Social care Office: 0300 1234 101  When Social Care offices are closed you can call 01208 251 300 (for emergencies only)
Speech and Language Therapists	Support children and young people with Communication Difficulties. Needs based.	01872 221400 <a href="mailto:childrens.services@nhs.uk">childrens.services@nhs.uk</a>
Visual Support Service	The Vision support service works with young people with a diagnosed visual impairment. They provide specific 1:1 teaching and provide guidance and advice to staff.	Theresa Maunder, Professional Lead Vision Support - <a href="mailto:tmaunder@cornwall.gov.uk">tmaunder@cornwall.gov.uk</a>

For more information about these and other organisations follow this link to Cornwall Family Information Service (FIS) website:

<http://cornwall.childrenservicedirectory.org.uk>

## **Answers to Frequently asked Questions**

### **1 How does your school know if children/young people need extra help?**

At Newquay Tretherras young people are identified as having SEND through a variety of ways including:

- Liaison with Primary School/ KS2 assessments forwarded to Tretherras in the summer term of Year 6. This will advise appropriate curriculum provisions and setting arrangements where necessary.
- Further information on SEND is transferred to the SENDCO during the induction visits in the spring and summer terms of Year 6.
- Opportunities for parents and carers to make appointments with SENDCO prior to induction.
- SENDCO attendance at all Annual Review transfer meetings in the year 6 summer term.
- Teacher/Learning Mentor identifies a student performing below age expected levels.
- Concerns raised by Parent.
- Concerns raised by the pastoral team for example behaviour or self-esteem is affecting performance.
- We follow the guidelines as set out in the SEND Code of Practice, which recommends a graduated approach with a system of Assess, Plan, Do and Review.

### **2. How will I raise concerns if I need to?**

- Talk to us - If you are concerned about your child's progress or any other difficulties they may be experiencing please talk to their Head of Year/Form Tutor or the SENDCO – Miss Hayley Coombes.
- We welcome dialogue with parents/carers.
- Appointments can be made at any time to see the SENDCO who is happy to listen and discuss where we can help.

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

- All teachers are responsible for the progress of their individual classes.
- Form tutors/Heads of Year support the overall academic progress of their tutees via tutor reports and parents evenings.

- SENDCO is responsible for the oversight of progress of SEND students.
- Nevertheless parents and carers also have their part to play by making sure they support their child with their learning at school and at home.

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

- KS2 SATS data plus SEND information will be used to guide appropriate placement across the curriculum; including those subjects which are setted.
- Quality First Teaching ensures all work within lessons is pitched at an appropriate level so that all young people are able to access according to their specific needs. This may be by students having different work to do, having a different expected outcome, extra resources or extra adult help in class. The benefit of this type of differentiation is that all young people can access a lesson and learn at their level.
- Depending on need, small group provision may be given to students with regard to developing literacy, numeracy and organisational skills.
- Specific dyslexia support is offered to identified students.
- Specific IAG (Information Advice and Guidance) is given to SEND students at transition points from Y9 to Y11 regarding GCSE options and transition to further education. This may include a vocational pathway at KS4.

#### **5. How will school staff support my child?**

- Teachers plan support for each individual where needed and this will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow pupils to work independently.

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

- Communication with form tutor.
- Termly progress reports sent home to parents.
- Full written reports sent home annually.
- Homework is accessible to parents/carers via 'Show My Homework' website and parents/carers informed if homework is incomplete in any subject.
- Specific Parent Evenings are organised at key points.
- Teaching staff will liaise frequently when issues arise with your child's learning via email, letter or phone call.

- Parents able to contact Head of Year, SENDCO or class teacher with regard to further updates on their children's learning, or further support requested.
- Annual Review/SEN Review meetings for students with a statement/EHCP and those at SEN Support.

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

Newquay Tretherras adopts a 'whole school approach' which ensures that 'All teachers are teachers of children with Special Educational Needs & Disabilities.' All staff believe that every young person should aspire to achieve and are capable of reaching their goals.

### **In addition to this we have a Student Support team with vast experience, which includes:**

- SENDCO and Learning Support Team.
- Dedicated Safeguarding Officer and Deputy Safeguarding Officer.
- Nurture Room provision.
- The Wave Manager – 'Personalised Learning and Wellbeing Centre'
- Medical Officer/School Nurse.
- Education Welfare Officer.
- Careers 4U/Careers South West Advisor for KS4 students.
- Students also have access to a highly experienced Pastoral Support team.
- Liaison with external agencies (eg. CAMHS, Educational Psychology as appropriate).
- The Form Tutor/Head of Year has overall responsibility for the pastoral care and progress of every student in their tutor/year, therefore this would be the parents/carers' first point of contact. If further support is required, the Form Tutor/Head of Year liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

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

Newquay Tretherras is concerned for the safety of all of its students.

- There is a rigorous approach to safeguarding and a designated Safeguarding Officer/Deputy Safeguarding officer.
- There is a behaviour policy in place with very clear expectations and a reward/sanctions system to support this.
- All legal safeguarding requirements fully in place; including policies and procedures.
- All legal H&S requirements fully in place; including policies and procedures.
- Home/School contact on first day of absence.
- Dedicated Medical Officer.

- Dedicated Educational Welfare Officer.
- We have an Anti-Bullying Policy in place and any incidents of bullying are dealt with seriously.

### **9. What specialist services and expertise are available at or accessed by your school?**

We have access to many external providers that work with us to enhance our existing support team. For our full list of external agency partners please see pages 18 and 19

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

- The SENDCO Hayley Coombes has completed the National Award for SEND co-ordination, via Plymouth University.
- All Staff at Newquay Tretherras participate in annual training, including SEND matters.

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

- As an inclusive school we aim to offer all opportunities to all students who are a part of our school.
- All students are actively encouraged to participate in extra-curricular clubs and events.
- We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **12. How accessible is the school environment?**

- The school building and grounds are fully accessible to all students, parents and visitors, with disabled access throughout the whole of the building, including ramps, widened automatic doors, disabled access toilets and lift access points.

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

- The school has a very successful KS2-3 transition process including bespoke transition visits in the Summer Term and a Summer School programme.
- There are various support evenings for parents/carers' and students throughout the year to coincide with transition

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

- Student progress meetings are held throughout the year and the progress of all students are discussed at these meetings. The school receives funding to deliver education to all the young people.
- We ensure that all students who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of Learning Support staff who are funded from the SEND budget and deliver programmes designed to meet groups of the students needs.
- The budget is allocated on a needs basis.
- Where additional support is necessary, resources are provided where possible. Additional funding, known as top up funding, can be applied for from the provision and assessment.

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

All students progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed and evaluated regularly. If any additional support is needed you will be kept informed of that additional need and support that your child receives.

#### **16. Who can I contact for further information?**

Please contact the school office who can direct you to the SENDCO, Head of Year, Form Tutor or class teacher as Appropriate.

#### **17. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?**

We would welcome you to come and discuss any concerns you may have in the first instance.

#### **18. How is your Local Offer reviewed?**

Our local offer is a working document which will be updated as changes occur. In addition it will be reviewed annually for the start of a new academic year.