

# Newquay Tretherras SEND School Offer 2024-2025

'At Newquay Tretherras our mission is to **know, value** and **understand** all of our students, ensuring that they have equal access to a flexible, creative curriculum, fostering inclusion for all. We want all our students to **achieve highly, communicate convincingly, engage fully and decide wisely.**'

Our expectations of all students at Newquay Tretherras are high and aspirational; this is no different for students with SEND. To maintain this ambition and culture of success, we ensure the curriculum offer is ambitious, underpinned by high expectations, providing the right level of support at the right time to maximise life chances and inclusive opportunities. Staff understand the individual needs of learners and adapt their teaching styles to promote inclusion, using high quality teaching and adaptive strategies.

Below is a table that illustrates a range of provisions that are available at Newquay Tretherras; some of these form part of our exceptional classroom practice, and others are delivered via additional intervention. **This list is not exhaustive.**

1. **Wave One** provision is available to every student through High Quality Inclusive classroom practice and support
2. **Wave Two** provision is made available to cohorts of students with similar needs
3. **Wave Three** provision is individually tailored and made available for targeted individuals

The table sets out provision across these three 'waves'; it also identifies the context (Learning, Teaching or Support) and highlights the 4 areas of SEND as set out in the Code of Practice - Communication and Interaction; Cognition and Learning; Sensory and/or Physical; Social, Emotional and Mental Health.

For any questions regarding SEND provision and support at our school, please contact:

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# Newquay Tretherras SEND School Offer

Level of Provision	Provision context	Communication and Interaction <i>Including but not exclusively: ASD; ADHD, ADD; and SCLN</i>	Cognition and Learning <i>Including but not exclusively: Dyslexia, Dyscalculia; SpLD and MLD</i>	Sensory and/or Physical <i>Including but not exclusively: Visual Impairment; Hearing Impairment; Multi- Sensory Impairment; Sensory Processing disorders and Physical Disability</i>	Social, Mental and Emotional Health <i>Including but not exclusively: Anxiety; Depression; Post Traumatic Stress Disorder; Attachment disorders and personal challenges</i>
<b>Wave One (Universal)</b>  Inclusive 'High Quality First Teaching for all'	<b>Learning (Curriculum)</b>	At Newquay Tretherras we want all our students to <b>achieve highly, communicate convincingly, engage fully and decide wisely:</b> <ul style="list-style-type: none"> <li>• All students will have access to an ambitious, rich, judicious, and well-sequenced curriculum</li> <li>• Specialist teachers</li> <li>• All students at Tretherras follow <b>one curriculum:</b> pastoral, academic, careers and extra-curricular</li> <li>• All students, regardless of their ability and/or additional needs have full access to the curriculum</li> <li>• Structured Form Time for all year groups</li> <li>• All students receive the same PSHE curriculum. PSHE at Tretherras is delivered by qualified specialist teachers</li> <li>• Progress for all students is monitored across the curriculum half termly</li> <li>• PE staff are aware of physical abilities of all students and offer appropriate opportunities for those with additional needs</li> <li>• All teachers aware of potential upset/anxiety (ACEs) students may experience when delivering curriculum content</li> </ul>			
	<b>Teaching (Strategies)</b>	<b>All teachers at Newquay Tretherras are teachers of SEND</b> <ul style="list-style-type: none"> <li>• All students receive first quality teaching</li> <li>• The whole school uses an <b>inclusive</b> approach to teaching and learning</li> <li>• Teaching staff have a responsibility to <i>'know their students and meet their needs'</i></li> <li>• All students will attend lessons, every day, that have consistently high expectations, excellent communication, clarity of explanations and making connections, ownership of learning and effective feedback</li> </ul>			

		<ul style="list-style-type: none"> <li>• Fully accessible learning environment</li> <li>• Consideration to range of learning needs given when setting classes</li> <li>• Group Reading Test for all year groups to identify and inform further assessment for possible individual need</li> <li>• Judicious decisions around seating plans</li> <li>• Classroom rules consistently explained/displayed and reinforced with a consistent approach</li> <li>• Consistent classroom routines</li> <li>• Engagement with learning expectations clear to all and monitored</li> <li>• Reward and sanction systems clear and consistent</li> <li>• Constructive feedback</li> <li>• <b>Adaptive teaching:</b> Ambitious and aspirational expectations through an adaptive approach: <ul style="list-style-type: none"> <li>➤ All teachers have an awareness of, and skills in, meeting a range of additional needs and adapt teaching/content to remove potential barriers to learning</li> <li>➤ Teacher aware of literacy/numeracy levels of all students; work adapted accordingly</li> </ul> </li> </ul>
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	<b>Support</b> (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> <li>• All students belong to a Tutor with a named Form Tutor</li> <li>• Pastoral Managers available of all students</li> <li>• Named Safeguarding Lead and safeguarding team</li> <li>• All students belong to a house, and can participate in inter house challenges</li> <li>• All students are encouraged to be responsible for all their areas of development including physical health and emotional wellbeing</li> <li>• Parent evenings/expectations evenings offered throughout the year</li> <li>• <b>Key transition points</b> are important for all student and specific support around these times are offered for all students: <ul style="list-style-type: none"> <li>➤ Year 5/6 Open Evening and Open Mornings</li> <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>➤ Year10 Work Experience</li> <li>➤ Year 11 College transition/assemblies / visits / interviews</li> <li>➤ Year 11 College applications completed through Social, Moral Spiritual and Cultural curriculum</li> </ul> </li> </ul>
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<p><b>Wave Two (Targeted)</b></p> <p>Additional and different interventions to enable students to work at age related expectations or above</p>	<p><b>Learning (Curriculum)</b></p>	<ul style="list-style-type: none"> <li>• SENDCO works with, and advocates at, Senior Leadership Team and Curriculum Leader level to drive school improvement in regard to SEND practices</li> <li>• SENDCO drives school improvement around SEND via Senior Leadership Team and CPD for all staff - "Every teacher a teacher of SEND and every leader a leader of SEND"</li> <li>• Some students with SEND are taught in small, supported Bespoke Teaching Groups.</li> <li>• Learning Support Practitioners are deployed mostly across English, Maths and Science. Individual students may be supported within other departments according to their needs. Deployment of Learning Support Practitioners is carefully considered and judiciously decided by the SEND Leadership team</li> <li>• Students needs can be met through high quality/adaptive teaching and with staff knowing students through updated Student Support Plans</li> </ul>

**Teaching**  
(Strategies)

- There will be some students identified as having a Special Educational Need on the Record of Need
- Students on the Record of Need all have a Pupil Passport to outline barriers to learning and strategies to support them in lessons
- Students needs can be met through high quality/adaptive teaching and with staff knowing students through updated Student Support Plans
- Reading Recovery through **RWI Fresh Start** programmes for identified cohort below chronological reading
- **Exam Access Arrangements:** Exam dispensation testing and assigned for PPEs, controlled assessments and external examinations; and used for internal assessments/tests to demonstrate usual way of working
- Access to **The Learning Centre** Personalised Learning base for students:
  - Prelearning
  - Overlearning
  - Executive functioning explicit teaching
  - SORT explicit teaching
  - Homework support
- Teachers use assessment and work together to monitor the progress of our SEND students
- **Doc plus** – training on using the software and having a device available in high literacy lessons
- **NT Inclusive classroom:**
  - Dyslexia friendly approaches
  - Autism friendly approaches
  - Use of sensory/learning breaks
  - Ensure seating allows for clear sight of teacher
  - Ensure seating allows for all to hear teacher clearly
  - Teachers and Learning Support Practitioners work with targeted groups to ensure understanding, check for knowledge retained, facilitate learning and foster independence.
- Students have personalised equipment to help them learn, such as overlays, word processors, as well as common classroom resources

	<b>Support</b> (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> <li>• SEND specialists work with, and advocate at, Year Team/Department meetings</li> <li>• Coordinated Key Workers liaison with teachers, other support staff and colleagues</li> <li>• SENDCO representation at all parent information evenings and events</li> <li>• Staffed Nurture room available at break and lunchtimes</li> <li>• Referrals to partner agencies</li> <li>• <b>3 dedicated Engagement Coaches</b> – group intervention to support with social skills/ understanding neurodiversity/offer opportunities to explore upcoming topics and current affairs from a neurodiverse perspective</li> <li>• Information sharing processes available to staff including Record of Need (RON) and individual Student Support Plans</li> <li>• Initial concern process available for staff to identify potential special educational need</li> <li>• Support to identify, secure and attend Work Experience</li> <li>• Support to identify, secure and prepare for Post16 transition</li> <li>• Parent cafes and clinics for specific individual needs are offered throughout the year</li> <li>• Enhanced Year 6 transition visits offered for students on the RON</li> </ul>
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<b>Wave Three (Specialised)</b>  Additional highly personalised interventions	<b>Learning</b> (Curriculum)	<ul style="list-style-type: none"> <li>• Small Support <b>Bespoke Teaching Groups</b></li> <li>• Close liaison with alternative provision providers</li> </ul>
	<b>Teaching</b> (Strategies)	<ul style="list-style-type: none"> <li>• Use of Student Support Plans to illustrate additional needs and alert teaching staff to required individual strategies</li> <li>• <b>Personalised resources:</b> <ul style="list-style-type: none"> <li>➤ Electronic devices use to remove barriers to learning</li> <li>➤ Dedicated Vision Support Team</li> </ul> </li> </ul>
	<b>Support</b> (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> <li>• <b>Engagement Coaches</b> 1:1 mentoring and provision to support with complex behaviours linked to SEND</li> <li>• Key workers for students on the Record of Need</li> <li>• Regular meetings offered to parents/carers</li> <li>➤ Co-regulation plans are included on individual Student Support Plans to guide teachers with strategies to help</li> <li>➤ SEND Behaviour Policy</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Individual Risk Assessments where appropriate</li> <li>• PEEPS</li> <li>• Engagement Coach keyworkers</li> <li>• Alternative PE changing facility</li> <li>• <b>Referrals to outside agencies:</b> <ul style="list-style-type: none"> <li>➤ CELT Pupil Panel</li> <li>➤ Early Help Hub</li> <li>➤ County Autism In Schools Team</li> <li>➤ County Cognition and Learning Team</li> <li>➤ Education Welfare Officer</li> <li>➤ Educational Psychology</li> <li>➤ CAMHS</li> <li>➤ Vision Support</li> <li>➤ Occupational Therapy</li> <li>➤ Physiotherapy support</li> </ul> </li> <li>• Personal care – for more complex care, consideration must be made to assess whether need can be met</li> <li>• Links with local Further Education providers, who also attend EHCP Annual Reviews of Year 11</li> <li>• Staff clinics scheduled to meet to discuss individual needs of SEND students with complex needs.</li> <li>• Consideration of EHCP Needs Assessment application</li> </ul>
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For more information about other organisations follow this link to Cornwall Family Information Service (FIS) website:

**Cornwall's Local Offer:** [www.supportincornwall.org.uk/local offer](https://www.supportincornwall.org.uk/local-offer)