



## **Looe Community Academy Our Special Educational Needs and Disability (SEND) Report**

***Our mission: 'To create and sustain a caring, learning community of high quality, where everyone is valued for who they are and what they may become' Achieving results through high expectations and consistency***

All schools within Cornwall have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

<b>Name of the Special Educational Needs/Disabilities Coordinator:</b> Mrs Kate Jackman	
<b>Contact details:</b> kjackman@looe.cornwall.sch.uk	<b>01503 262625</b>

Link to Equality and Diversity Policy

Link to Accessibility Plan/Policy



## People who support children with Special Educational Needs/Difficulties with learning at Looe Community Academy

<b>Who are the best people to talk to in the Academy about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?</b>	Acting Deputy Headteacher (Special Educational Needs/ Disabilities Co-ordinator) (SENDCo), Mrs Kate Jackman	They are responsible for: <ul style="list-style-type: none"><li>• Co-ordinating all the support for children with special educational needs and disabilities (SEND) and developing the Academy's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in the Academy</li><li>• Ensuring that you are:<ul style="list-style-type: none"><li>➢ involved in supporting your child's learning;</li><li>➢ kept informed about the support your child is receiving;</li><li>➢ involved in reviewing how they are doing;</li><li>➢ part of planning ahead for them</li></ul></li><li>• Liaising with all the other people who may be coming into the Academy to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</li><li>• Updating the Academy's SEND register (a system for ensuring all the SEND needs of students in this Academy are known to staff) and making sure that there are excellent records of your child's progress and needs</li><li>• To provide specialist support for teachers and support staff in the Academy so they can help your child (and other students with SEND in the Academy) achieve the best possible progress</li></ul>
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	Tutors/Subject Teachers/Pastoral Leads	<p>They are responsible for:</p> <ul style="list-style-type: none"><li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, e.g. additional support from a TA or the teacher in class) and letting the SENDCo know as necessary</li><li>• Ensuring that all staff working with your child in the Academy are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources in association with the SENDCo</li><li>• Ensuring that the Academy's SEND Policy and Literacy/Numeracy Policy are followed in their classroom and for all the students they teach with any SEND</li></ul>
	Head Teacher, Mrs Heather Jenkins	<p>She is responsible for:</p> <ul style="list-style-type: none"><li>• The day to day management of all aspects of the Academy, this includes the support for children with SEND</li><li>• She will give responsibility to the SENDCo and class/subject teachers but is still ultimately responsible for ensuring that your child's needs are met</li><li>• She must make sure that the Governing Body is kept up to date about any issues in the Academy relating to SEND</li></ul>



	SEND Governor, Mrs Lorna Ingham	She is responsible for: <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the Academy who has SEND</li> <li>• For monitoring SEND offer</li> </ul>
<b>How can I let the Academy know I am concerned about my child's progress?</b>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's tutor or Pastoral Leader initially, unless your child already has an identified need in which case you should speak directly with the SENDCo/ Assistant SENDCo</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo</li> <li>• If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher</li> <li>• If you are still not happy you can speak to the Academy SEND Governor</li> </ul>	
<b>How will the Academy let me know if they have any concerns about my child's learning in the Academy?</b>	<ul style="list-style-type: none"> <li>• When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with their Head of Faculty and the SENDCo</li> <li>• All parents will be contacted if a student is recognised to have additional needs or barriers removed; any changes to the Record of Need will be explained to every parent/carer of the child</li> <li>• Another way your child may be identified is through progress data. If children are not making sufficient progress, activities are agreed to help move them on.</li> <li>• If your child is then identified as not making progress the Academy will contact you to discuss this with you in more detail             <ul style="list-style-type: none"> <li>➤ to listen to any concerns you may have too;</li> <li>➤ to plan any additional support your child may receive;</li> <li>➤ to discuss with you any referrals to outside professionals to support your child's learning</li> </ul> </li> </ul>	
<b>How is extra support allocated to children and how do they move between the different core levels of support? (see over)</b>	<ul style="list-style-type: none"> <li>• The Academy budget, received from Cornwall Local Authority, includes an element for supporting children with SEND</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the Academy Governors on the basis of needs in the Academy</li> <li>• The Head Teacher and SENDCo discuss all the information they have about SEND in the Academy including:             <ul style="list-style-type: none"> <li>➤ the children getting extra support already;</li> <li>➤ the children identified as needing extra support;</li> <li>➤ the children who have been identified as not making as much progress as would be expected;</li> </ul> </li> </ul>	



	<p>➤ and decide what resources/training and support to put in place. All resources/training and support are reviewed regularly and changes made as needed.</p>
<p><b>How do you evaluate the effectiveness of provision for pupils with SEN?</b></p>	<p>Monitoring progress is an integral part of teaching and leadership within Looe Community Academy. There is regular assessment within lessons and progress data is gathered half- termly and sometimes termly. This is analysed by both faculties and school leaders. The SENDCo also reviews the progress of all students with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the teacher, student and parents and discuss what the issues are and what action could be taken. This support will follow the ‘assess, plan, do, review’ model and the impact of the intervention measured. This cycle is summarised below.</p> <div data-bbox="1066 602 1325 870" data-label="Diagram"> </div> <p>Parents/Carers and their child, Teaching and Support Staff will be directly involved in monitoring progress. The parents of all students will be invited to attend Parents evenings and will also receive copies of their child’s annual and interim reports. In addition, all students with statements or EHC plans will have an Annual Review. In addition, Looe Community Academy operates an open-door policy and parents are encouraged to make contact if they are concerned about their child’s progress. We do hold an attendance and SEND parent drop in session every Monday from 14:30 – 16:30pm in the IHC.</p>
<p><b>What training have the staff supporting children/young people with SEND had?</b></p>	<p>All of our teaching staff undergo a rigorous programme of continued professional development and training which encompasses evidence based training on supporting children with special educational needs. Assistant teachers in particular hold a range of qualifications, including specialist training on how best to support young people with a range of conditions across the spectrum of need and follow training updates in relation to current EEF research and findings about cognitive learning. We employ two Higher Level Teaching Assistants who are specialist in their individual curriculum areas and an Assistant SENDCo who is an Achievement Advocate for literacy and SEN. In addition, the SENDCo is working towards the National Award for SEN Coordination.</p>
<p><b>Where can I get additional information about</b></p>	<ul style="list-style-type: none"> <li>• Cornwall’s Local Offer can be found on The Cornwall Family Information Services (FIS) website: <a href="http://cornwall.childrensservicedirectory.org.uk">http://cornwall.childrensservicedirectory.org.uk</a></li> </ul>



<b>the new code of practice, the Cornwall Local Offer and ECH Plans?</b>	<ul style="list-style-type: none"><li>• <a href="http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2">http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2</a></li><li>• <a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a></li></ul>
<b>Complaints</b>	<p>Should parents/carers be unhappy with any aspect of their child's care at Looe Community Academy, they should discuss their concerns with the school. If this does not resolve the problem or allay concern, the problem should be brought to the attention of a member of the leadership team who will, where necessary, bring concerns to the attention of the Headteacher. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the schools complaints policy which can be found here:</p> <ul style="list-style-type: none"><li>• Link to Complaints policy is <a href="#">HERE</a></li></ul>



## The core levels of support and provision offered by Looe Community Academy

### 1. Student voice - listening and responding to young people

Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>• The views and opinions of all students are valued</li> <li>• Student voice is represented in all aspects of academy</li> <li>• Student voice is heard through:               <ul style="list-style-type: none"> <li>- consultation</li> <li>- focus groups</li> <li>- questionnaires</li> <li>- student council</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in all consultation groups.</li> <li>• An active Academy Council allows for student views to be listened to</li> <li>• Additional provision is developed in light of student voice</li> <li>• Peer Mentors are offered in some cases to hear the views and concerns of students</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the student</li> <li>• Students' views are an integral part of TAC meetings, Early support meetings, Social Care meetings and SEN reviews</li> <li>• Students are supported in person centred planning and target and outcome setting</li> <li>• Key-workers are available to ensure the above</li> <li>• All documentation is presented in a format that is accessible to the student</li> <li>• Key Stage 4 one-to-one mentoring allow students to voice concerns and celebrate success.</li> <li>• Specialist support from a Student Support Advocate, a Behaviour Mentor, a School Nurse, KOOTH Advocate, ELSA champion and SHARE</li> </ul>



		youth service provide a voice for those who have difficulty expressing need.
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## 2. Partnership with parents and carers

<b>Whole school approaches</b> <b>The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and Provision</b>
<ul style="list-style-type: none"> <li>• The academy works in partnership with all parents and carers</li> <li>• The parents/carers of all students attend parent/carer evenings</li> <li>• Students' tracking reports are sent home once each term</li> <li>• The academy planner encourages written dialogue between families/parents and the Academy</li> <li>• Parent/carers know exactly who to contact if they have any concerns</li> <li>• The website enables parent/carers to understand more about what their young person is learning</li> <li>• Parent /carers are able to contact the Academy re concerns at any time via the website or telephone</li> <li>• Virtual sites, such as 'Show my homework', 'My Maths', 'GCSE Pod' and 'Dynamic Learning' are available as well as 'Need to Know' pre-learning booklets so that there is far less confusion at home for young people</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend Key Stage 3 and Key Stage 4 Key to Success Evenings annually</li> <li>• Families are invited to attend some extracurricular clubs and activities</li> <li>• Families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework and skills needed to support successful examination series</li> <li>• Families are invited to drop in to the IHC for SEND and Attendance advice and guidance every Monday afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in all TAC meetings and SEN reviews</li> <li>• Parents'/carers' views are an integral part of TAC meetings and SEN reviews</li> <li>• Advocacy is available to ensure the above if required via the Family Information Service</li> <li>• 'Pre-meets' are available to ensure the above</li> <li>• All documentation is presented in a format that is accessible to individual parents</li> <li>• Key workers/advocates are assigned to specific students to aid positive communication</li> <li>• External provision supports needs if required and parents/carers are involved at each stage</li> <li>• Parents are able to seek additional support about options and transition processes at transition and option evenings from the SENDCo/Assistant SENDCo</li> </ul>



### 3. The curriculum

<b>Whole school approaches The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students</li> <li>• All students, regardless of their ability and/or additional needs, have full access to the curriculum during the course of their time in Key Stage 3</li> <li>• Assessments (including dyslexia testing)/Cognitive Ability tests are used to identify students who need specific interventions by qualified staff</li> <li>• Key Stage 2 data reading and spelling ages and Midyis data is used to identify students who need specific interventions by qualified staff</li> <li>• Quality assurance of teaching and of learning is conducted through focussed observations, student voice the use of IRIS and learning walks inform adjustment of need</li> <li>• Students' progress is measured and the best learning strategies encouraged by all teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of students in Key Stage 3 have the opportunity to access a bespoke curriculum and again at transition to Key Stage 4</li> <li>• Intervention packages are bespoke and needs led</li> <li>• The progress of students taking part in intervention groups is measured on a regular basis and adjustments are made to ensure impact is positive on progress</li> <li>• The intervention packages are adapted in light of student progress</li> <li>• Small group intervention includes:               <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Reading and comprehension</li> <li>- Spelling, writing and handwriting</li> <li>- Numeracy</li> <li>- Study skills</li> <li>- Social skills</li> <li>- Memory skills</li> <li>- Metacognition skills</li> <li>- Growth mind-set development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities</li> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate</li> <li>• In exceptional circumstances students can be dis-applied from some subjects, but bespoke alternatives put in place. This must be agreed by all involved</li> <li>• Dual registered alternative provision is at times offered in more extreme cases where medical needs prevail and working relationships with dual registers providers is of high quality</li> </ul>



#### 4. Teaching and learning

<b>Whole school approaches</b> <b>The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
<ul style="list-style-type: none"> <li>• Teachers have the highest expectations of all students in the class and aim to inspire, foster curiosity, develop resilience and growth mindset</li> <li>• Lessons are carefully planned to suit the needs of learners where regular progress checks and misconceptions are picked up early on to maximise all learning time</li> <li>• Learners are encouraged to learn how to learn through engagement with retrieval practice such as dual coding, concrete examples, spaced practice and interleaving to help students build capacity in memory and retrieval from Year 7 through to Year 11</li> <li>• Learning objectives are explained and discussed and success criteria forms part of modelling what excellent outcomes look like and how to enhance peer to peer and self-assessment opportunities</li> <li>• Students' work should be regularly marked, with targets for improvement and their target grades should be visible or articulated by the students</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans and resources to ensure that students with SEN have targeted support and provision</li> <li>• All children with SEND are on the Record of Need which highlights their specific needs, strategies are measured for impact and reviews happen continually throughout the year and when needs must</li> <li>• Teaching assistants/class teachers 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>• TAs and teachers are trained in the latest EEF requirements and are encouraged to ensure that they implement the Scaffolding Inverted Triangle Framework to aid greater independence in learning for students</li> <li>• If the class teacher is working with a small group the teaching assistant supports the class with tasks already</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning</li> <li>• One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</li> <li>• Outreach from specialist teachers</li> <li>• Regular meetings with county advisors to discuss and develop strategies for individual students</li> <li>• Key focus on liaising with parents/carers to ensure all avenues of support is reached to meet the needs of the child</li> <li>• Special placements and work experience at Key Stage 4 is explored thoroughly and additional support through Alumni projects is prioritised to inspire SEND/PP learners</li> </ul>



<ul style="list-style-type: none"> <li>• Students are given dedicated improvement and reflection time in subjects and students are encouraged to support one another as Lead Learners to ensure all of their peers are on task, achieve and at times exceed the expected outcomes</li> <li>• Literacy/numeracy is a priority for all staff: key vocabulary and key terms is readily available to all students and in Year 7 and 8 students receive a half termly 'Need to Know' booklet where vocabulary is learnt by using retrieval practice through pre-learning tasks and homework</li> <li>• Alternative ways of recording are used where appropriate</li> <li>• Teachers engage with current and relative CPD which reflects the needs of trends that arise</li> <li>• Data discussions happen between teachers to quickly identify any underperformance and new evidence based strategies are applied</li> <li>• Exam access arrangement referrals are available for staff to use as early as Year 7 and learning opportunities through end of Summer exams give learners purpose to engage with long term revision strategies</li> </ul>	<p>set by the teacher. Interweaving and team teaching is encouraged where it is appropriate</p> <ul style="list-style-type: none"> <li>• Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> <li>- laptops</li> <li>- netbooks</li> <li>- IPADS</li> </ul> </li> <li>• Each week TAs meet to review needs and successes, deployment of TAs is consistent and the ability to share understanding about the students means that TAs and teachers know the students very well indeed; these conversations contribute to interventions being slightly adjusted for individual students when required</li> </ul>	
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## 5. Self-help skills and independence

<b>Whole school approaches</b> <b>The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
<ul style="list-style-type: none"> <li>• Resource boxes are available to students containing overlays, highlighters, dictionaries etc which promote independence</li> <li>• All students can access a regular homework club (after school and lunchtime)</li> <li>• Technology is available to aid independence</li> <li>• On line planner 'Show My Homework', 'GCSE Pod', 'Dynamic learning'. 'The Day' online resources and 'Need to Know' booklets allow students to access support material for homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence and are guided by the Inverted Triangle Framework</li> <li>• Students have personalised equipment to help them to learn, such as overlays, coloured exercise books and post-it notes</li> <li>• Students have access to:               <ul style="list-style-type: none"> <li>- visual timetables</li> <li>- learning passports</li> <li>- prompt cards</li> <li>- traffic light system</li> <li>- time out cards</li> <li>- Key workers</li> <li>- Need to Know booklets</li> <li>- Effective Effort Rubric and Growth Mind-set Feedback Toolkit is utilised by students and teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• SMART targets via IEPs shared to ensure clear focus and direction</li> <li>• "Meet and Greet" support allows students to voice any concerns about the day ahead to ensure they are ready to learn</li> <li>• Key Stage 4 one-to-one academic mentoring provides an opportunity for students to plan and discuss any barriers to learning</li> </ul>



## 6. Health, wellbeing and emotional support

<b>Whole school approaches</b> <b>The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
<ul style="list-style-type: none"> <li>• PSHCE lessons include all students</li> <li>• There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs</li> <li>• Students are supported by their tutor and Pastoral Lead or key worker</li> <li>• Student issues are dealt with by trained staff, as they arise</li> <li>• Peer mentors and buddies are trained to support fellow students</li> <li>• Students have access to the school nurse. Sessions are private and confidential</li> <li>• Risk assessments made for activities as appropriate</li> <li>• The IHC provides signposts for support for students</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE enrichment days are supported by external agencies who provide expert knowledge and guidance on all aspects of health and well-being</li> <li>• Risk assessments carried out</li> <li>• Deputy Headteacher looks to put bespoke wellbeing provision in place for students in need</li> <li>• Homework club is available for vulnerable students to find support and guidance</li> <li>• Breakfast club is provided for targeted students to ensure they are ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse</li> <li>• Additional support for students can be requested from:               <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Youth Centres</li> <li>- Dreadnought</li> <li>- Brook</li> <li>- CLEAR</li> <li>- Headstart</li> <li>- Hear My Voice</li> <li>- Kooth</li> <li>- Penhaligan's Friends</li> <li>- Behaviour Mentor</li> <li>- Educational Psychologist</li> <li>- School Nursing Service</li> </ul> </li> <li>• Individualised support is provided for students who begin to display early signs of disaffection in Key Stage 3</li> <li>• Students with specific medical conditions have individual health care plans</li> </ul>



## 7. Social Interaction opportunities

<b>Whole school approaches</b> <b>The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
<ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need</li> <li>• All students belong to a form/tutor group and house</li> <li>• All students are invited on trips and visits</li> <li>• All students take part in a week long work experience placement at Key Stage 4</li> <li>• All students take part in an annual challenge week programme at Key Stage 3</li> <li>• PSHCE and PE SOW encourage social interaction</li> <li>• Character building audit trail identifies that social interaction through charity work, assembly and trips and visits support the universal offer</li> </ul>	<ul style="list-style-type: none"> <li>• Peer mentors/buddies for vulnerable children and young people</li> <li>• Autism Champion ensures social interaction opportunities for students with autism</li> <li>• Key workers encourage targeted students to attend extra-curricular activities</li> <li>• School productions</li> </ul>	<ul style="list-style-type: none"> <li>• Students individually supported by TAs (usually their key worker) to enable their attendance at after school clubs</li> <li>• Learning mentors and TAs use social stories with individual students</li> <li>• Social group cohort in 005 learns functional skills through horticultural interests</li> <li>• Individuals receive action to improve based on socio assessment and self-efficacy baseline questionnaires</li> </ul>



## 8. The physical environment (accessibility, safety and positive learning environment)

<b>Whole school approaches</b> <b>The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
<ul style="list-style-type: none"> <li>• All areas of the academy are accessible to everyone including those students with SEND</li> <li>• All departments have wheel chair accessible classes</li> <li>• Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively</li> <li>• There is a named child protection officer, 'Designated Safeguarding/ Looked After Child' teacher, Scott Yalden</li> <li>• All areas of the academy are uplifting, positive and support learning</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li>• The rewards and sanctions system is robust and displayed around the Academy</li> </ul>	<ul style="list-style-type: none"> <li>• The library offers a quiet and supervised area for those who are unable to cope in unstructured times</li> <li>• Non-slip, non-breakable equipment available in practical lessons</li> <li>• Adapted PE equipment available</li> <li>• Disabled toilets and shower are available to support all genders</li> <li>• Adjustable chairs/tables available</li> <li>• There are named adults who are 'team-teach' trained</li> <li>• Student Voice explores spaces and reported no concerns with spaces in 2017-18</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enables disabled students to be independent</li> <li>• Classrooms/halls/corridors are made accessible for young people with sensory needs</li> <li>• Specialist lifts or ramps are used between different levels of the Academy</li> <li>• Evac chair in place with trained staff on hand</li> </ul>





## 9. Transition from year to year and setting to setting

<b>Whole school approaches</b> <b>The universal offer to all students</b>	<b>Additional, targeted support and provision</b>	<b>Specialist, individualised support and provision</b>
<ul style="list-style-type: none"> <li>• Pastoral leads and the Assistant SENDCo/ SENDCo identify students who may need extra support at transition from Key Stage 2 to Key Stage 3</li> <li>• Primary children visit the academy regularly for specific events</li> <li>• Secondary staff visit and teach/support in feeder primaries</li> <li>• Transition days for students in Key Stage 1 and Key Stage 2 and taster days years 5 and 6, and induction days for year 6 students happen annually</li> <li>• Standardisation and moderation occurs across literacy and numeracy to check that challenge and expected standards are set and achieved through progression</li> <li>• In Year 9 preparations begin for option choices ready for Year 10. All students have an opportunity to discuss with parents/carers and staff regarding choices and subjects deliver bespoke</li> </ul>	<ul style="list-style-type: none"> <li>• 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition</li> <li>• Students identified as possibly struggling with transition have many additional visits in small groups jointly developed with Thrive practitioners where needed</li> <li>• Curriculum provision is reviewed for some students in Years 8 and 9 in relation to future option choices and core subject needs</li> <li>• Careers South West work with all students with additional needs to ensure that an appropriate Post-16 placement is identified and it reflects the student's interest's abilities and needs</li> <li>• PSHCE career guidance and Gatsby targets are being met</li> <li>• Career pilot South West success at Looe Community Academy in Year 9 in particular</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCo attends Year 5 and Year 6 annual statement reviews (and earlier if the parent requests) – Parents/carer involvement is crucial early on</li> <li>• Early visits to LCA happen with EHCP students in Year 5 and observations in current setting is conducted by SEND champions depending on needs</li> <li>• The student has a key worker who spends a short amount of time with them in primary school before supporting them in secondary school</li> <li>• 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</li> <li>• A transition passport is put together in many cases and parents/carers receive transition packs and guidance on how to help their child succeed</li> <li>• Key to Success evenings are popular annual workshops to aid</li> </ul>



<p>lessons as tasters for all learners to experience</p> <ul style="list-style-type: none"><li>• Year 11 students are supported with the Sixth Form/Further Education application and interview process</li><li>• All Year 11 students have a Careers interview and are exposed to many talks from Alumni representatives</li><li>• All Year 6 students are invited to take part in Sports, Arts and Core subject provision to promote social cohesion</li><li>• All students are invited to a team building day</li></ul>		<p>parents/carers to have resources to help their child succeed during transition stages Key Stage 3 and 4</p> <ul style="list-style-type: none"><li>• Post 16 providers are invited to attend transition reviews</li><li>• Students with SEND have extra visits to college in Year 11</li></ul>
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