



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

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

<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 views and opinions of all students are valued</li> <li>• Student voice is represented in all aspects of school</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 School Council allows for student views to be listened to</li> <li>• Additional provision is developed in light of student voice</li> <li>• Peer Mentors offer a drop in service to here 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 SEND 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>• KS4 1-1 mentoring allow students to voice concerns and celebrate success</li> <li>• Specialist support from a Family Support Manager, a Behaviour Mentor, a Drama Therapist and SHARE youth service provide a voice for those who have difficulty expressing need</li> </ul>



## 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 school 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 school planner encourages written dialogue between families/parents and school</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 school re concerns at any time via the website or telephone</li> <li>• Virtual sites, such as 'Show my homework' and 'My Maths' are available 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 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, skills needed to support successful examination series</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in, all TAC meetings and SEND reviews</li> <li>• Parent/carer's 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> </ul>



### 3. The curriculum

<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 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 KS3</li> <li>• Assessments (including dyslexia testing)/Cognitive Ability tests are used to identify students who need specific interventions by qualified staff</li> <li>• Reading and Spelling ages are used to identify students who need specific interventions by qualified staff</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of students in key stage 4 have the opportunity to access a bespoke curriculum.</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.</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 – reading, comprehension, spelling, writing etc.</li> <li>- handwriting</li> <li>- numeracy</li> <li>- study skills</li> <li>- social skills</li> <li>-memory skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their SEN 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> </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 and develop resilience</li> <li>• Lessons are carefully planned to include clear stages, regular progress checks and different learning styles</li> <li>• Preferred learning styles are used</li> <li>• Learning Objectives are explained and discussed</li> <li>• Differentiated Success Criteria are used</li> <li>• Students' work should be regularly marked, with targets for improvement and their target grades should be visible or easily accessible</li> <li>• Students are given dedicated improvement and reflection time in all lessons</li> <li>• Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.</li> <li>• Alternative ways of recording are used where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision</li> <li>• All children with SEN are on the Record of Need which highlights their specific needs an advised agreed strategies</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>• If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher.</li> <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> </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> </ul>



## 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" allows 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.</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> </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 1-1 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>• PSHE 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 Head of Year</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>• Students have access to SHARE youth workers. Sessions are private and confidential</li> <li>• Risk assessments made for activities as appropriate</li> <li>• “The Hut” 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>- Penhaligan’s Friends</li> <li>-Behaviu Monetor</li> </ul> </li> <li>- Drama therapy</li> <li>- School Nursing Service</li> <li>• Individualised support is provided for students who begin to display early signs of disaffection in KS3</li> <li>• Students with specific medical conditions have individual health care-plans</li> </ul>



## 7. Social Interaction opportunities

<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>• 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</li> <li>• All students take part in an annual challenge week programme</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 worker encourage targeted students to attend extra-curricular activities</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> </ul>



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

<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>• All areas of the school 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, Helen Casson</li> <li>• All areas of the school 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 school</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</li> <li>• Adjustable chairs/ tables available</li> <li>• There are named adults who are 'teamteach' trained</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> </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 identify students who may need extra support at transition from KS2 to KS3</li> <li>• Primary children visit school regularly specific events</li> <li>• Secondary staff visit and teach/support in feeder primaries</li> <li>• Taster days for students in years 5 and 6, induction days for year 6 students</li> <li>• In year 9 preparations begin for option choices ready for Year 10. All students have an opportunity to discuss with parents and staff regarding choices</li> <li>• Year 11 students are supported with the sixth form/FE application and interview process</li> <li>• All year 6 students are invited to a week long Summer school to promote social cohesion</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</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> </ul>	<ul style="list-style-type: none"> <li>• The SENCO attends year 5 and year 6 annual statement reviews (and earlier if the parent requests)</li> <li>• The student has a key worker who (if possible) spends 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</li> <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>