



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.

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Kate Jackman	
Contact details: kjackman@looe.cornwall.sch.uk	01503 252526



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

Who are the best people to talk to in the Academy about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?	Acting Deputy Headteacher (Special Educational Needs/ Disabilities Co-ordinator) (SENDCo), Mrs Kate Jackman	They are responsible for: <ul style="list-style-type: none">• 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• Ensuring that you are:<ul style="list-style-type: none">➢ involved in supporting your child's learning;➢ kept informed about the support your child is receiving;➢ involved in reviewing how they are doing;➢ part of planning ahead for them• 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.• 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• 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
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	Tutors/Subject Teachers/Leaders of Year	<p>They are responsible for:</p> <ul style="list-style-type: none">• 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• 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• 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
	Head Teacher, Mrs Heather Jenkins	<p>She is responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the Academy, this includes the support for children with SEND• 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• She must make sure that the Governing Body is kept up to date about any issues in the Academy relating to SEND•



	SEND Governor, Mr Tony Wardle	He is responsible for: <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the Academy who has SEND
How can I let the Academy know I am concerned about my child's progress?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's tutor or Year Team Leader initially, unless your child already has an identified need or Statement in which case you should speak directly with the SENDCo • 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 • 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 • If you are still not happy you can speak to the Academy SENDCo Governor 	
How will the Academy let me know if they have any concerns about my child's learning in the Academy?	<ul style="list-style-type: none"> • 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 • 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 • 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"> ➤ to listen to any concerns you may have too; ➤ to plan any additional support your child may receive; ➤ to discuss with you any referrals to outside professionals to support your child's learning 	
How is extra support allocated to children and how do they move between the different core levels of support? (see over)	<ul style="list-style-type: none"> • The Academy budget, received from Cornwall Local Authority, includes an element for supporting children with SEND • 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 • The Head Teacher and SENDCo discuss all the information they have about SEND in the Academy including: <ul style="list-style-type: none"> ➤ the children getting extra support already; ➤ the children identified as needing extra support; ➤ the children who have been identified as not making as much progress as would be expected; ➤ and decide what resources/training and support to put in place. <p>All resources/training and support are reviewed regularly and changes made as needed.</p>	



<p>How do you evaluate the effectiveness of provision for pupils with SEN?</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. 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 467 1325 732" 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, usually held in March. 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.</p>
<p>What training have the staff supporting children/young people with SEND had?</p>	<p>All of our teaching staff undergo a rigorous programme of continued professional development and training which encompasses 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. We employ two Higher Level Teaching Assistants who are specialist in their individual curriculum areas and an Achievement Advocate for literacy and SEN. In addition, the SENDCo is working towards the National Award for SEN Coordination.</p>
<p>Where can I get additional information about the new code of practice, the Cornwall Local Offer and ECH Plans?</p>	<ul style="list-style-type: none"> • Cornwall’s Local Offer can be found on The Cornwall Family Information Services (FIS) website: http://cornwall.childreancesservicesdirectory.org.uk • http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2 • www.cornwallsendiass.org.uk



Complaints	<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">• Link to Complaints policy is HERE
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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"> • The views and opinions of all students are valued • Student voice is represented in all aspects of academy • Student voice is heard through: <ul style="list-style-type: none"> - consultation - focus groups - questionnaires - student council 	<ul style="list-style-type: none"> • Students with SEND are included in all consultation groups. • An active Academy Council allows for student views to be listened to • Additional provision is developed in light of student voice • Peer Mentors offer a drop in service to hear the views and concerns of students 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student • Students' views are an integral part of TAC meetings, Early support meetings, Social Care meetings and SEND reviews • Students are supported in person centred planning and target and outcome setting • Key-workers are available to ensure the above • All documentation is presented in a format that is accessible to the student • KS4 1-1 mentoring allow students to voice concerns and celebrate success. • 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



2. Partnership with parents and carers

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"> • The academy works in partnership with all parents and carers • The parents/carers of all students attend parent/carer evenings • Students' tracking reports are sent home once each term • The academy planner encourages written dialogue between families/parents and the Academy • Parent/carers know exactly who to contact if they have any concerns • The website enables parent/carers to understand more about what their young person is learning • Parent /carers are able to contact the Academy re concerns at any time via the website or telephone • Virtual sites, such as 'Show my homework' and 'My Maths' are available so that there is far less confusion at home for young people 	<ul style="list-style-type: none"> • Families are invited to attend some extracurricular clubs and activities • 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 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in all TAC meetings and SEND reviews • Parents'/carers' views are an integral part of TAC meetings and SEN reviews • Advocacy is available to ensure the above if required via the Family Information Service • 'Pre-meets' are available to ensure the above. • All documentation is presented in a format that is accessible to individual parents • Key workers/advocates are assigned to specific students to aid positive communication



3. The curriculum

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"> • The curriculum is designed to ensure the inclusion of all students • All students, regardless of their ability and/or additional needs, have full access to the curriculum during the course of their time in KS3 • Assessments (including dyslexia testing)/Cognitive Ability tests are used to identify students who need specific interventions by qualified staff • Reading and spelling ages are used to identify students who need specific interventions by qualified staff 	<ul style="list-style-type: none"> • A small number of students in Key Stage 4 have the opportunity to access a bespoke curriculum • Intervention packages are bespoke and needs led • The progress of students taking part in intervention groups is measured on a regular basis • The intervention packages are adapted in light of student progress • Small group intervention includes: <ul style="list-style-type: none"> - Literacy – reading, comprehension, spelling, writing etc. - handwriting - numeracy - study skills - social skills - memory skills. 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate • In exceptional circumstances students can be dis-applied from some subjects, but bespoke alternatives put in place. This must be agreed by all involved



4. Teaching and learning

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"> • Teachers have the highest expectations of all students in the class and aim to inspire, foster curiosity and develop resilience • Lessons are carefully planned to include clear stages, regular progress checks and different learning styles • Preferred learning styles are used • Learning Objectives are explained and discussed • Differentiated Success Criteria are used • Students' work should be regularly marked, with targets for improvement and their target grades should be visible or easily accessible • Students are given dedicated improvement and reflection time in all lessons • Literacy/numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed • Alternative ways of recording are used where appropriate 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision • All children with SEN are on the Record of Need which highlights their specific needs and advised agreed strategies • Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher • Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> - Laptops - Netbooks - IPADS. 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from specialist teachers. • Regular meetings with county advisors to discuss and develop strategies for individual students



5. Self-help skills and independence

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"> • Resource boxes are available to students containing overlays, highlighters, dictionaries etc which promote independence • All students can access a regular homework club (after school and lunchtime) • Technology is available to aid independence • On line planner “Show My Homework” allows students to access support material for homework tasks 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence • Students have personalised equipment to help them to learn, such as overlays, coloured exercise books and post-it notes • Students have access to: <ul style="list-style-type: none"> - visual timetables - learning passports - prompt cards - traffic light system - time out cards. 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. • SMART targets via IEPs shared to ensure clear focus and direction • “Meet and Greet “ support allows students to voice any concerns about the day ahead to ensure they are ready to learn • Key Stage 4 one-to-one academic mentoring provides an opportunity for students to plan and discuss any barriers to learning



6. Health, wellbeing and emotional support

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



7. Social Interaction opportunities

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"> • All students have opportunities for social interaction, regardless of need • All students belong to a form/tutor group and house • All students are invited on trips and visits • All students take part in a week long work experience placement at Key Stage 4 • All students take part in an annual challenge week programme at Key Stage 3 	<ul style="list-style-type: none"> • Peer mentors/buddies for vulnerable children and young people • Autism Champion ensures social interaction opportunities for students with autism • Key workers encourage targeted students to attend extra-curricular activities • School productions 	<ul style="list-style-type: none"> • Students individually supported by TAs (usually their key worker) to enable their attendance at after school clubs • Learning mentors and TAs use social stories with individual students



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

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"> • All areas of the academy are accessible to everyone including those students with SEND • All departments have wheel chair accessible classes • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively • There is a named child protection officer, 'Designated Safeguarding/ Looked After Child' teacher, Helen Casson • All areas of the academy are uplifting, positive and support learning • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the Academy 	<ul style="list-style-type: none"> • The library offers a quiet and supervised area for those who are unable to cope in unstructured times • Non-slip, non-breakable equipment available in practical lessons • Adapted PE equipment available. • Disabled toilets and shower are available • Adjustable chairs/ tables available. • There are named adults who are 'team-teach' trained 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent • Classrooms/halls/corridors are made accessible for young people with sensory needs • Specialist lifts or ramps are used between different levels of the Academy • Evac chair in place with trained staff on hand



9. Transition from year to year and setting to setting

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"> • Pastoral leads identify students who may need extra support at transition from Key Stage 2 to Key Stage 3 • Primary children visit the academy regularly for specific events • Secondary staff visit and teach/support in feeder primaries • Taster days for students in years 5 and 6, induction days for year 6 student. • 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 • Year 11 students are supported with the Sixth Form/Further Education application and interview process • All year 6 students are invited to a week long Summer School to promote social cohesion • All students are invited to a team building day 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition • Students identified as possibly struggling with transition have many additional visits in small groups • 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 	<ul style="list-style-type: none"> • The SENCO attends year 5 and year 6 annual statement reviews (and earlier if the parent requests) • The student has a key worker who (if possible) spends time with them in primary school before supporting them in secondary school • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc • A transition passport is put together in many cases • Post 16 providers are invited to attend transition reviews • Students with SEND have extra visits to college in Year 11