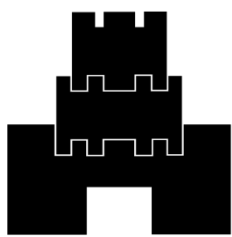


Reference:	Approved by:	Date:	Review:

# SPECIAL EDUCATIONAL NEEDS POLICY

Updated on: 1st March 2023

Review by: LOR



**Launceston College**  
*A Multi Academy Trust*

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

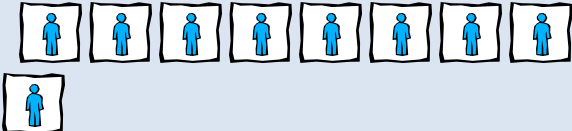


It is acknowledged that all teachers in the Multi-Academy Trust are teachers of young people with special educational needs. As such we adopt a 'whole Academy approach' to SEN which involves all staff adhering to a model of good practice. The staff of the Academy are committed to identifying and providing for the needs of all young people in a wholly inclusive environment.

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

## Appendix L – Launceston College SEND Policy

### The levels of support and provision offered by our school

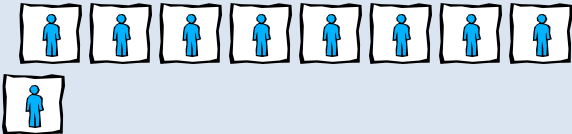


#### 1. Listening to and responding to children and young people

<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> 
<ul style="list-style-type: none"> <li>• The views and opinions of all students are valued.</li> <li>• Student voice is heard through: <ul style="list-style-type: none"> <li>o the Student Leadership teams</li> <li>o participation in interviews for new staff</li> <li>o focus groups</li> <li>o questionnaires/surveys</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in consultation groups.</li> <li>• Additional provision is developed in light of student voice.</li> <li>• Students with SEND are included in external surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the student.</li> <li>• Student's views are an integral part of TAC (Team Around the Child) meetings, student support meetings and SEND reviews.</li> <li>• Students are supported in person centred planning and target and outcome setting.</li> <li>• All documentation is presented in a format that is accessible to the student.</li> </ul>

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

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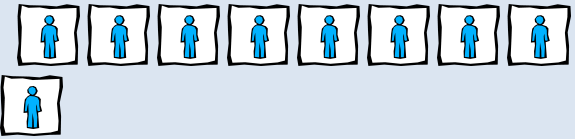


## 2. Partnership with parents and carers

<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> 
<ul style="list-style-type: none"> <li>• The College works in partnership with all parents and carers.</li> <li>• The parents/carers of all students are invited to attend parent/carer evenings, including online meetings</li> <li>• Students' data reports are sent home each term.</li> <li>• All parents have access to the Class Charts app to support their child's home learning</li> <li>• Parent/carers know exactly who to contact if they have any concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend information sessions re supporting their young person at home e.g. <ul style="list-style-type: none"> <li>o Year 10 skills for GCSE evening.</li> </ul> </li> <li>• Support materials are available on our website ie for Curriculum Pathways</li> <li>• Parents are able to contact College re concerns at any time.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in, all TAC meetings, student support meetings and SEND reviews.</li> <li>• Parent/carer's views are an integral part of TAC meetings, student support meetings and SEND reviews.</li> <li>• Advocacy is available to ensure the above.</li> </ul>

Reference:	Approved by:	Date:	Review:

<ul style="list-style-type: none"> <li>• The website enables parent/carers to understand more about what their young person is learning.</li> <li>• Parents can keep their details up to date via SIMs In Touch.</li> </ul>		<ul style="list-style-type: none"> <li>• All documentation is presented in a format that is accessible to individual parents.</li> <li>• Parents are encouraged to support their young people at home with using SPARX or similar websites.</li> </ul>
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### 3. The curriculum

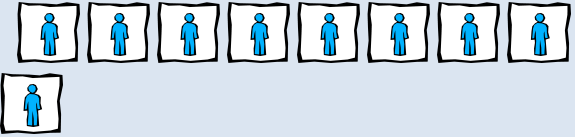


<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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Reference:	Approved by:	Date:	Review:

<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 a differentiated curriculum.</li> <li>• All students in Years 7, 8 and 9 are able to boost their independent learning and literacy skills through the daily tutor reading programme</li> <li>• Reading age tests are used to identify students who need specific interventions. Lexia, Lexonik Leap and Advance</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention or 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>• Reading intervention: Lexia, Lexonik Leap and Advance</li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their SEN (Special Educational Need) and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSE design technology.</li> <li>• Students with special needs and/or disabilities can access the full curriculum with adult support if this forms part of their EHCP provision</li> </ul>
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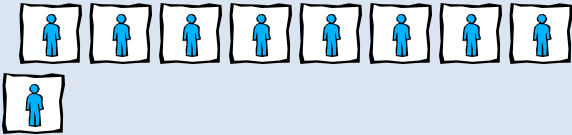


#### 4. Teaching and learning

<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> 
<ul style="list-style-type: none"> <li>• Four key learning principles in all lessons: Recap, Model, Check, Practice.</li> <li>• Reduce distraction, overload and forgetting.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 strategies to support all students with SEND: <ul style="list-style-type: none"> <li>• Clues and cues</li> <li>• Chunking</li> <li>• Cold Call/ Warm-Call</li> <li>• Circulating, glance and check</li> <li>• Sample and pre empt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provision identified within EHCPs</li> <li>• Key strategy of support identified for student</li> <li>• Access arrangements are assessed and put in place for students - to support their normal way of working and for internal and external assessments.</li> <li>• One-to-one support is in place for students who need this support, this is identified in their EHCP provision</li> <li>• External professionals provide assessment, advice and</li> </ul>

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

		recommendations where necessary - e.g. autism team, educational psychologist
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### 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> 
<ul style="list-style-type: none"> <li>• All students have access to a whiteboard in lessons and are encouraged to use it to help organise their work and check their understanding of key knowledge.</li> <li>• Greetings ensure students have all the equipment they need in order to be successful.</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, and timers.</li> <li>• Use of chrome books</li> <li>• Lexia reading intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants working one-to-one with students - clues and cues, chunk instructions and tasks.</li> <li>• Additional support is shared to build resilience in the young person, so that they have self-coping strategies, through and emotional coaching approach</li> </ul>

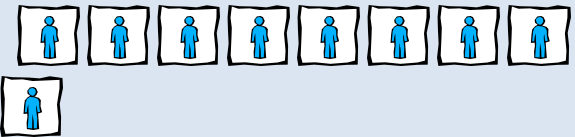




Reference:	Approved by:	Date:	Review:

<ul style="list-style-type: none"> <li>● All students have a specific homework knowledge organiser and work is broken down into manageable 'chunks'.</li> <li>● Students in KS 4 have access to Sparx and Tassomai online programmes .</li> <li>● Learners can access the Class Charts app easily to help organise their homework.</li> <li>● Count to 10. Do it again.</li> <li>● Follow the FOCUS routine</li> <li>● Say 'Can I talk to you later' if they are unsure.</li> <li>● All students can have a Responsibility conversation with a member of staff to support them to think back and plan ahead.</li> </ul>		
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<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

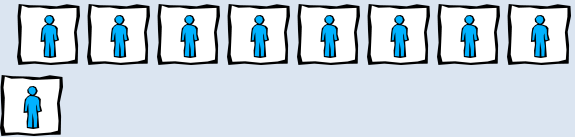


## 6. Health, wellbeing and emotional support

<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> 
<ul style="list-style-type: none"> <li>• IAG (Information and guidance) 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>• Intervention officer who co-ordinates support</li> <li>• Pastoral Support Workers (PSW's) are attached to every Year group and are available in the Year office every break time.</li> <li>• Risk assessments are undertaken for students with mental health needs.</li> <li>• We are an Adventure Learning School and provide lots of extra-curricular and enriching opportunities for students in all years.</li> </ul>	<ul style="list-style-type: none"> <li>• Supported break time area</li> <li>• The College has an TIS and ELSA practitioner and support staff are encouraged to use TIS and emotional coaching approaches when supporting students</li> <li>• Supported Performance Academy activities are available after school and Year 7 break time clubs</li> <li>• Risk assessed and supported adventure learning activities such as Jubilee Challenge are available.</li> <li>• Mentoring is available for identified students</li> <li>• Access to the College gym as part of an intervention group.</li> <li>• Access to the Adventure Learning Centre as part of an identified group.</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies.</li> <li>• Additional support for students can be requested from <ul style="list-style-type: none"> <li>○ Early Help Hub (EHH) including Targeted Youth Worker or Family Support Worker</li> <li>○ CAMHS</li> <li>○ Social Care</li> <li>○ AS team (Autism team)</li> <li>○ Penhaligan's Friends</li> <li>○ Kooth</li> <li>○ Y-Zup (drugs service)</li> </ul> </li> </ul>

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

<ul style="list-style-type: none"> <li>• There is a wide range of Performance academy clubs that are open to all.</li> </ul>	<ul style="list-style-type: none"> <li>• Mindfulness sessions for identified students</li> </ul>	
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### 7. Social Interaction opportunities

<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> 
<ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need</li> <li>• All students belong to a tutor group and House.</li> <li>• All students are invited on trips and visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Transport is available to take students with SEND home when they attend after College activities.</li> <li>• Supported break times.</li> <li>• Clubs for year 7 at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• Support for students to attend at after College clubs.</li> <li>• Support staff use social stories with individual students.</li> <li>• Individually planned social opportunities</li> </ul>

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

<ul style="list-style-type: none"> <li>All students can contribute to their House by taking part in challenges and competitions.</li> </ul>		
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8. The physical environment (accessibility, safety and positive learning environment).

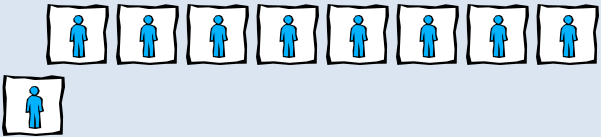


<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>All faculty areas of the College are accessible to everyone including those students with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>A supported base for breaktimes</li> <li>Non-slip, non-breakable equipment available in practical lessons.</li> <li>Adapted PE equipment available.</li> <li>Some toilets adapted by height.</li> </ul>	<ul style="list-style-type: none"> <li>Adapted resources and equipment in line with EHCP provision</li> </ul>

Reference:	Approved by:	Date:	Review:

<ul style="list-style-type: none"> <li>• All faculties have wheelchair accessible classes.</li> <li>• Students report any bullying issues and we respond.</li> <li>• Greetings and assemblies celebrate kindness, respect and good habits to ensure the College is a safe environment for everyone.</li> <li>• There is a named 'Designated Safeguarding Lead' (DSL and team) and a named 'Child in Care' (CIC) teacher.</li> <li>• Teachers focus on rewarding good behaviour with House points and postcards to promote a positive learning environment</li> <li>• The FOCUS routine ensures classrooms are disruption free.</li> <li>• The Reflection system supports all students to understand the importance of good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustable chairs/ tables available.</li> <li>• There are named adults who are 'team teach' trained</li> </ul>	
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## 9. Transition from year to year and setting to setting

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

<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> 
<ul style="list-style-type: none"> <li>• There are strong links with feeder primary schools. Transition coordinator and Lead LSA identify students who may need extra support at transition from KS2 to KS3</li> <li>• Primary children visit school regularly from Year 2 for specific events.</li> <li>• Secondary staff visit and support subject leads in feeder primaries.</li> <li>• Parents and students in Year 5 have the opportunity to meet College ambassadors</li> <li>• Taster days for some students in Year 6 and two transition days for all Year 6 students</li> <li>• All students in Year 6 invited to attend Summer School</li> </ul>	<ul style="list-style-type: none"> <li>• Students identified as possibly struggling with transition have additional visits in small groups</li> <li>• A key-worker is in place</li> <li>• A transition passport/plan is put together for some students with individual needs</li> <li>• College careers advisor work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students' interests, abilities and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCO (Special Educational Needs Coordinator) or representative attends Year 5 and Year 6 annual reviews or TAC meetings</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 College day, environment, etc.</li> <li>• Students with SEND have extra visits to Post 16 provision in Year 11.</li> <li>• Careers South West (CSW) support.</li> </ul>

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

<ul style="list-style-type: none"> <li>• Comprehensive Year 7 transition package culminating in a residential with their tutor group and House.</li> <li>• Comprehensive programme leading to option choices in Year 9</li> <li>• Year 11 students are supported with the sixth form/FE application and interview process. Senior leader meets year 11 students and their parent/carers to discuss plans post 16.</li> </ul>		
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### Services and organisations that we work with:

<b>Service/organisation</b>	<b>Acronym</b>	<b>What they do in brief</b>	<b>Contact details</b>
Child and Adolescent	CAMHS	Mental health services for young people	Cornwall CAMHS - <b>Telephone</b> 01872 322277 <b>E-mail</b> <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a> <b>Website</b> <a href="http://www.cornwallft.nhs.uk/">www.cornwallft.nhs.uk/</a>

Reference:	Approved by:	Date:	Review:

Mental Health Service			<b>Parent organisation</b> Early Help Hub Launceston Children's Centre – 01566 761100
Children's Social Care		Social workers within the Children, Schools and Families team	Safeguarding concerns can be reported via the MARU (Multi-agency Referral Unit) on 0300 123 1116 but social workers will be assigned and contact with individuals will vary depending on access to direct phone numbers
Early Help Hub	EHH	The point of contact for advice and requests for support for a child or young person with special educational needs or disability.	<a href="https://www.cornwall.gov.uk/earlyhelphub">https://www.cornwall.gov.uk/earlyhelphub</a>
Targeted Youth Support	TYS	One-to-one support for young people covering a wide range of issues	<a href="https://www.cornwall.gov.uk/earlyhelphub">https://www.cornwall.gov.uk/earlyhelphub</a>



Reference:	Approved by:	Date:	Review:

Cornwall Healthy Schools		A useful website that can signpost you to support on a variety of issues that affect young people, including wellbeing, food, bullying etc.	<a href="https://www.cornwallhealthyschools.org/anti-bullying/">https://www.cornwallhealthyschools.org/anti-bullying/</a>  From this link you will find a useful list of agencies who support young people if they are experiencing bullying.
Aspires		Aspires is a socialisation project for young people aged 8 - 18 who have a diagnosis of an Autism Spectrum Condition and their siblings. Support sessions are run by Dreadnought at the Orchard Centre.	<a href="mailto:team@thedreadnought.co.uk">team@thedreadnought.co.uk</a>
Penhaligon's Friends		Specialist bereavement counselling for young people. Sessions can be held during the College day or in the home/community depending on the choice of the young person and their family	<a href="http://www.penhaligonsfriends.org.uk/">http://www.penhaligonsfriends.org.uk/</a> for an extremely useful website or call 01209 210624 to discuss a referral. Referral forms can be submitted by the House team (with parent's and young person's consent) or by the family.
Kooth		XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.	For more information about XenZone, please visit <a href="http://XENZONE.COM">XENZONE.COM</a> . If you're a parent looking for more information about Kooth, please email <a href="mailto:PARENTS@XENZONE.COM">PARENTS@XENZONE.COM</a>  Staff in the Pastoral Office can make referrals for individual students on a service request form.

Reference:	Approved by:	Date:	Review:

Family Support Workers	FSW	Support for children aged 9 months to 12 years and their parents. Probably only useful for Year 7 students unless a referral can be made via a younger sibling if a parent needs support at home. Advice re: parenting i.e. healthy meals, bedtime routines, getting children ready for school, organisation etc.	There are several Family Support Workers within the Locality 5 team and they are managed by the Locality manager Amanda Jeffery (ajefferies@cornwall.gov.uk) Referrals for support are made through the Early Help Hub. This referral is accessed through a House Pastoral Support Worker and safeguarding admin: <a href="https://www.cornwall.gov.uk/earlyhelphub">https://www.cornwall.gov.uk/earlyhelphub</a>
Wise Up	YZUP	Drugs and alcohol advice for young people up to and including the age of 18.	Follow the Integrated Working section and then Early Help where you can find links to referral forms for Family Support.
Educational Psychologists		Support to understand children's learning and development - advise and evaluate provision	We have a link educational psychologist who works with the College.
Autism Team	AST	Support to understand children's need and recommend strategies to support.	<a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/</a>

<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>

## Answers to Frequently asked Questions

1. How does the College know if children/young people need extra help?

Through teacher feedback and teacher observations, observations in class through lesson visits, contact with parents/carers and student voice, support from external agencies such as educational psychology team and audiology team and formal assessments such as the NGRT (reading test) GL assessments at the end of the year, CAT tests, and Lucid Lass to screen for specific needs

2. What should I do if I think my child may have special educational needs?

Contact your child's Year team in the first instance.

3. Who is responsible for the progress and success of my child in College?

A students' progress is the responsibility of the student, parents and the College working together. The form tutor and Head of Year monitor closely and have a detailed overview.

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

Classes are set from year 7 in English, maths and science and additional interventions are in place for a wide variety of needs. The options process in year 9 leads to personalised timetables at key stage 4.

5. How will College staff support my child?

Reference:	Approved by:	Date:	Review:

The form tutor has a day to day overview of the students' needs. Students can be supported by their Pastoral Support Worker (PSW) student support centre (SSC) or individual needs staff depending on the precise needs.

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

We will use class visits to look at students progress and teachers chunk information and circulate the class to assess progress and support throughout every lesson.

Students who are on the register of need will have regular opportunities to review their progress in meetings with key staff.

Students will sit the GL assessments at the end of the year in English and Maths for year groups 7-10

Year 11 have forma PPEs (Pre Public Examinations)

NGRT (reading assessment) we complete annually and those who have reading intervention will be assessed more frequently

We also have parent teacher meetings throughout the year and contact can be made between parents and College at any time.

Reference:	Approved by:	Date:	Review:

evening each year. All parents are encouraged to use the Class Charts app in order to support home learning.

7. What support will there be for my child’s overall wellbeing?

The form tutor has an overview of the students’ well-being supported by the Head of Year. They will be able to guide you and your child to access the most appropriate support.

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

Launceston College takes its responsibilities for safeguarding students very seriously. We comply with the relevant Health and Safety legislation as well as having a Designated Safeguarding Lead (DSL) and team.

9. What SEND training have the staff at College had or are having?

The SENCO is a qualified teacher working at the school and has achieved the ‘National Award in Special Educational Needs Co-ordination’. All Learning Support Assistants take part in regular training opportunities.

10. How will my child be included in activities outside the classroom including College trips?

Learning Support Assistants accompany students outside the classroom and on College trips.

11. How accessible is the College environment?

All faculty areas of the College are wheelchair accessible.

12. How will College prepare and support my child through the transition from key stage to key stage and beyond?

Reference:	Approved by:	Date:	Review:

There is a designated transition Learning Support Assistant who works with the primary schools to design individualised transition visits and activities for those that require additional support

13. How are the College's resources allocated and matched to children's special educational needs?

The College will attempt to provide high quality support from its SEN budget, however there has to be a strategic approach to meeting SEND in the context of the resource available.

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

By consultation with the SENCO when all diagnoses and relevant details have been taken into consideration.

15. What happens about exam concessions?

This is based on evidence collected from class teachers in liaison with the SENCo. For some arrangements, students have to be assessed and the arrangement applied for from the exams board e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor can be granted by the College, but evidence of need must be collated and stored on file, this has to be the students 'normal way of working'. The College specialist assessor is Ms Clare Rothwell.

16. Who can I contact for further information?

Rosie Anderson in Student Support on 01566 772468, [randerson@launcestoncollege.uk](mailto:randerson@launcestoncollege.uk)

Reference:	Approved by:	Date:	Review:

Reference:	Approved by:	Date:	Review:



<b>Reference:</b>	<b>Approved by:</b>	<b>Date:</b>	<b>Review:</b>