

**Launceston College**

Part of the Athena Learning Trust

Reference:	Approved by:	Date:	Review:

# **SPECIAL EDUCATIONAL NEEDS POLICY**

Updated on: 27.11.24




Review by: LOR/JFC

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.

## Appendix L – Launceston College SEND Policy

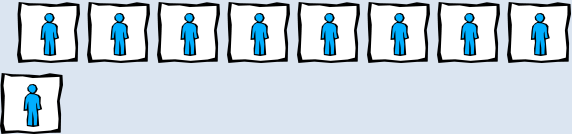


### The levels of support and provision offered by our school

#### 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 student leaders</li> <li>• Online surveys</li> <li>• Student voice in central to creating support plans</li> <li>• 1:1 support conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in consultation groups</li> <li>• Student voice is central to the assess, plan, do review (APDR) graduated response - creating individual support plans - outcomes and provision</li> <li>• Alternative communication strategies.</li> <li>• Key adult advocates</li> <li>• Key adults identified for students to develop trusted relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice is central to the assess, plan, do review (APDR) graduated response - creating individual support plans - outcomes and provision</li> <li>• Student's views are an integral part of TAC (Team Around the Child), PEP ( Personal Education Plans, Annual Reviews for EHCPs and SEND reviews.</li> <li>• Student voice is central to the assess, plan, do review (APDR) graduated response - creating individual support plans - outcomes and provision</li> <li>• Key adult advocacy</li> </ul>

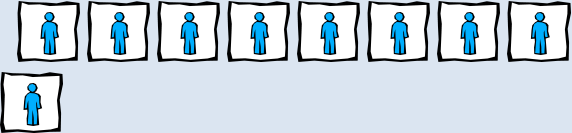


		<ul style="list-style-type: none"> <li>Specialist, external agencies feedback student views to inform next steps.</li> </ul>
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## 2. Partnership with parents and carers

<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 reports are shared annually</li> <li>All parents have access to the Class Charts app to support their child's home learning, attendance and behaviour</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. Year 10 skills for GCSE evening.</li> <li>Key adults to be the main point of contact.</li> <li>Individualised communication plans</li> <li>SEN coffee mornings - workshops and collaboration</li> <li>SEN support reviews 3* per year</li> </ul>	<ul style="list-style-type: none"> <li>Parent/carers are supported to attend, and are actively involved in, all TAC (Team Around the Child), PEP ( Personal Education Plans, Annual Reviews for EHCPs and SEND reviews.</li> </ul>

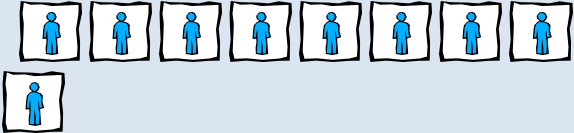


<ul style="list-style-type: none"> <li>• Phone call home</li> <li>• The website enables parent/carers to understand more about what their young person is learning.</li> <li>• Weekly parent briefings</li> <li>• Headteacher videos</li> <li>• Parents can keep their details up to date via SIMs In Touch.</li> <li>• Nudges from online programmes such as Sparx</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative assessments/tools for example the neurodiversity profiling tool.</li> <li>• Parent voice is central to the assess, plan, do review (APDR) graduated response - creating TAC meetings, student support meetings and SEND reviews.</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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<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 broad and balanced curriculum.</li> <li>• All students in Years 7, 8, 9 and 10 are able to boost their independent learning and literacy skills through the daily tutor reading programme</li> <li>• Year 11's have access to additional English or Maths tutoring each morning</li> <li>• Reading age tests are used to identify students who need specific interventions. Lexia, Lexonik Leap and Advance</li> <li>• Year 11 period 6 lessons to support revision and maximise specialist teaching</li> </ul>	<ul style="list-style-type: none"> <li>• The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>• Intervention or packages are bespoke and needs led.</li> <li>• The intervention packages are adapted in light of student progress</li> <li>• Students are supported to follow 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> </ul> <p>Access arrangements - process of assessment and application</p>	<ul style="list-style-type: none"> <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> <li>• Adapted curriculum delivered through bespoke package - identified and reviewed through the APDR process</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>	<p>5 SEND strategies</p> <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> <ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Provision identified within EHCPs</li> <li>• Key strategy of support identified for student</li> <li>• One-to-one support/group support is in place for students who need this support and it is identified in their EHCP provision</li> <li>• External professionals provide assessment, advice and recommendations where necessary - e.g. autism team, educational psychologist</li> </ul>

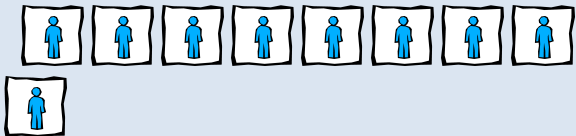


#### 5. Self-help skills and independence

<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> <li>• Structure of lessons ensures opportunities for independent practice, following clear modelling.</li> <li>• Students in KS4 have access to online home learning platforms in English, maths and science</li> <li>• Learners can access the Class Charts app easily to help organise their homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have personalised equipment to access learning and/or record information independently</li> <li>• Individual intervention programmes develop a range of skills, for example, social interaction, emotional regulation and reading.</li> <li>• Access to Careers Advice and intervention around preparing for adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• LSAs promote and support success and developing independence. Using the 5 strategies to support students</li> <li>• Referrals and collaborate work with other agencies to develop independence and self-help. e.g EHH referrals, Autism Team</li> <li>• Careers South West (CSW) advice for students in Yr 10 and Yr 11</li> </ul>






<ul style="list-style-type: none"> <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 for the future</li> </ul>		
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## 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>• Character Curriculum lessons include all students</li> <li>• Mental Health Lead Practitioner within the staff team.</li> </ul>	<ul style="list-style-type: none"> <li>• Supported break time area</li> <li>• Targeted intervention programmes delivered by key staff, using trauma informed approaches</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</li> </ul>

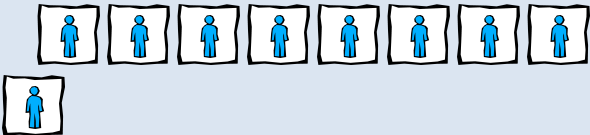


<ul style="list-style-type: none"> <li>● Pastoral Support Workers (PSW's) are attached to every Year group and are available in H3 (KS3) EX1 (KS4) every break time.</li> <li>● Risk assessments for those students who require them</li> <li>● We are an Adventure Learning School and provide lots of extra-curricular and enriching opportunities for students in all years.</li> <li>● There is a wide range of Performance academy clubs that are open to all.</li> <li>● Drop in sessions to the School Nurse or Early Help Hub</li> </ul>	<ul style="list-style-type: none"> <li>● ELSA intervention</li> <li>● Autism Champions - work with students using approaches such as strengths and triggers, comic strips, grounding techniques</li> <li>● Emotional Based School Avoidance strategies - advised by key member of staff</li> <li>● Mentoring is available for identified students</li> <li>● Key adult/advocate</li> <li>● Referrals to external organisations such as Early Help Hub (EHH) including Targeted Youth Worker or Family Support Worker and drop in sessions</li> <li>● consultation groups</li> <li>● Assess, plan, do review (APDR) graduated response - creating individual support plans - outcomes and provision</li> </ul>	<ul style="list-style-type: none"> <li>○ Early Help Hub (EHH) including Targeted Youth Worker or Family Support Worker and drop in sessions</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> <li>● Adapted timetables to support EHCP outcomes and provision</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</li> <li>• All students are invited on trips and visits.</li> <li>• All students are able to take part in the performance academy and other extra curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supported break times.</li> <li>• Adaptations to activities to ensure they are inclusive</li> <li>• Support for students to attend after College clubs.</li> <li>• Support staff use social stories with individual students to develop understanding of social situations</li> <li>• Individually planned social opportunities</li> <li>• SEN parent workshops to share and develop relationships and understanding of social opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Access to individualised social opportunities - when identified within their EHCP</li> <li>• Referral and advice sought from external agencies such as the Autism team</li> <li>• Adapted timetable to support social interaction</li> </ul>

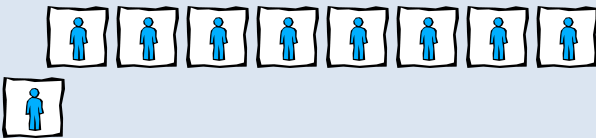


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8. The physical environment (accessibility, safety and positive learning environment).

<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> <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 Designated Teacher for Children in Care (CIC).</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>• Adapted toilets</li> <li>• Adjustable chairs/ tables available.</li> <li>• Lift passes</li> <li>• Reviews with professionals for individual students to assess the</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted resources and equipment in line with EHCP provision</li> </ul>

<ul style="list-style-type: none"> <li>Teachers focus on rewarding good behaviour with praise points, postcards and positive calls home to promote a positive learning environment</li> <li>The FOCUS routine ensures classrooms are disruption free.</li> <li>The Support system supports all students to understand the importance of good behaviour</li> </ul>	<p>environment and make adaptations, e.g. Occupational Therapist</p> <ul style="list-style-type: none"> <li>Sensory audit used to inform reasonable adjustments</li> </ul>	
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### 9. Transition from year to year and setting to setting

<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. A transition team 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 including Super Saturday events</li> </ul>	<ul style="list-style-type: none"> <li>Students identified as possibly struggling with transition have enhanced transition packages</li> <li>A key adult in place</li> <li>A transition plan is put together for some students with individual 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</li> </ul>

<ul style="list-style-type: none"> <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> <li>• Comprehensive Year 7 transition package culminating in a residential with their tutor group</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>	<ul style="list-style-type: none"> <li>• College careers advisors 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> <li>• Individual intervention to support with transition such as PATH</li> </ul>	<p>that they are very familiar with routines, key members of staff, running of the College day, environment, etc.</p> <ul style="list-style-type: none"> <li>• Students with SEND have extra visits to Post 16 provision in Year 11.</li> <li>• Independent careers advice through Careers South West (CSW)</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 Mental Health Service	CAMHS	Mental health services for young people	<p>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>  <b>Parent organisation</b> Early Help Hub</p> <p>Launceston Children's Centre –  01566 761100</p>
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>

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.penthaligonsfriends.org.uk/">http://www.penthaligonsfriends.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.
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,	There are several Family Support Workers within the Locality 5 team and they are managed by the Locality manager Amanda Jeffery ( <a href="mailto:ajefferies@cornwall.gov.uk">ajefferies@cornwall.gov.uk</a> )



		bedtime routines, getting children ready for school, organisation etc.	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>

## 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 reading tests and GL assessments In English and Maths at the end of the year. Assessment of need through tools such as the neurodiversity profiling tool and Lucid Lass screening.

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 streamed in 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?

The form tutor has a day to day overview of the students' needs. Students can be supported by their Pastoral Support Worker (PSW) High Support 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 observe students' progress. Teachers chunk information and circulate the class to assess progress and support throughout every lesson. Teachers use a variety of checking techniques to assess understanding.

Students who are on the register of need will have regular opportunities to review their progress in meetings with key staff, using the Assess Plan Do Review graduated response

Students who have an EHCP will have also have an annual review.

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

Year 10 and 11 have formal PPEs (Pre Public Examinations)

Reading assessments are we completed annually and those who have reading intervention will be assessed more frequently.

Parent teacher meetings throughout the year and contact can be made between parents and College at any time.

evening each year. All parents are encouraged to use the communication 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. We also have a trained ELSA practitioner and Autism Champions, who have regular training from external providers.

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

Learning Support Assistants may 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 and accessibility is reviewed regularly. Adaptations made when required and in line with professional recommendations.

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

There is a designated transition team, including members of the SEN team, who work with the primary schools to design individualised transition visits and activities for those that require additional support. We also support the transition of students to Post 16 placements, this can include visits, support with applications and information sharing.

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?

Sam Craig, Assistant SENCO on 01566 772468 [scraig@launcestoncollege.uk](mailto:scraig@launcestoncollege.uk)

Link to Launceston College Complaints Procedure: [Launceston College Complaints Procedure](#)