



**Our SEN Information Report  
& College offer  
Date: December 2018**

**Our 'send information report ' is for the Inclusion of all students including those with Special Educational Needs and Disability**

**(SEND)**

At Treviglas Community College we welcome everyone into our community. Treviglas endeavours to make available inclusive provision to ensure that all students, including those with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our information report and offer are information for the parents/carers of children who have Special Educational Needs and disabilities (SEND) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive, if parents/carers choose Treviglas for their children.

Within Treviglas, we believe that:

- All students are valued and included regardless of abilities, needs and behaviours
- All students are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs

- All our teachers are teachers of students with special educational needs
- All our students can learn and make progress
- Effective assessment and provision for students with SEND will be secured in partnership with parents/carers, students, LA and other partners
- Maintaining student safety and wellbeing is central to their development

Link to our school's Equality Objectives  
<http://treviglas.net/wp-content/uploads/2009/11/Policy-1-Single-Equality-Scheme.pdf>

Link to our school's Accessibility Plan/Policy  
<http://treviglas.net/wp-content/uploads/2009/11/Policy-1-Single-Equality-Scheme.pdf>

**Name of the Special Educational Needs/Disabilities Coordinator:** *Mr David O'Neill*

**Contact details:**

**Person with overall responsibility for all students:** Head Teacher Mrs Michelle Dunleavy

**Person overseeing the needs of students with SEND:** SENDCo Mr David O'Neill

**Heads of Year:** Mr David O'Neil – Y7, Mr Andrew Hulks – Y8, Mrs Nicola Vittle – Y9, Mr Matthew Cherry – Y10, Mrs Lyndsey White – Y11

**SEND Governor:** The Interim Executive Board has taken full responsibility for the progress of all students including those with SEND

## **Our SEND Team**

**SENDCo** – Mr David O'Neill

Assistant to SENDCo - Mrs Vicci Grainger

**Specialist Teacher of Dyslexia** – Miss Tina Wells

**Exam Access Arrangements** – Mrs Dawn Henshall

**Student Services** – Mrs Sue Pascoe

**Student Health & Well-being Officer** – Miss Kyla McAlpin

### **Effective Learning Assistants**

Mrs Claire Bellamy Assistant Leader of Effective Learning

Mr Rebecca Horne- cover supervisor

Mrs Julie Andrew

Mr Sally Dickenson

Mr Stuart Morse

Mr Darren May

Mr Ryan Johns – Physical Intervention Lead

Mrs Catherine Teakle HLTA - Intervention Lead

Mrs Tracy Brobie

Mrs Lisa Crampton

Ms Andria Gregory

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

Students who are identified as needing additional support with their learning can be added to the college SEND Record of Need. Their progress is then monitored not only by the Leaders of Learning for each subject area but also by the college Special Educational Needs Team including the SENDCo, Mr David O'Neill.

Students can be placed on the SEND Record of Need at any stage of their school life and have most often already been identified by their primary school. However, we understand that students' needs vary with time and so students are referred to the SEND team whenever necessary.

Students can be placed on the SEND Record of Need for a variety of reasons. They may be struggling with their literacy and are screened for Dyslexia. Some of our students have a diagnosed condition such as Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). Others may have a physical or medical condition affecting their ability to access learning. The SEND Team ensures that the learning experience is positive and that all students have the same opportunities for success and to make progress.

Most students on the SEND Record of Need simply require a slightly different approach to teaching in the classroom in order to make good progress. Teachers are advised of the strategies required to ensure each student has the best possible chance of reaching their potential.

When a subject teacher, member of the pastoral team or SENDCo identifies a student in need of additional support, this means they may require interventions that are **additional to** or **different from** those already provided as part of the college's differentiated curriculum and usual strategies.

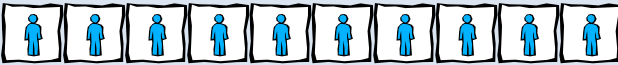
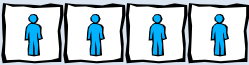

## Education, Health and Care Plans

An Education, Health and Care (EHC) plan for children and young people with complex needs, places emphasis on personal goals and describes the support your child will receive while they are in education or training.




## SEN Support and 'On Alert'

For students with less complex needs but who still require help, the SEND team identify the area of additional need that your child may require. This may involve some additional investigation with reading, spelling or comprehension tests. If a specific need is identified, your child may be supported on one of the school's programmes or be referred by the SENDCo to specialists for further assessment.




### 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> 
<p>The views and opinions of all students are valued. Student voice is represented in all aspects of college life.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"> <li>College council</li> <li>Student leadership team</li> <li>Tutor group feedback</li> <li>Student participation in focus groups-learn to lead</li> <li>Debates</li> <li>Student voice</li> </ul>	<p>Students with SEND are encouraged to be involved with all the feedback groups.</p> <p>These groups can impact on the provision or modification of additional provision.</p> <p>A mentoring process is used to support students that require it.</p> <p>The students can be referred to the Education Psychologist and other professionals.</p>	<p>Individualised support is responsive to the views of the students. These are heard in various ways</p> <p>Student's views are an integral part of TAC /meetings of concern/parental meetings and annual reviews.</p> <p>Students with SEND are at the centre of the writing of Student Passports for Learning, which are then used by staff to support the student in the classroom.</p> <p>Students are supported by person centred planning and target outcome setting.</p> <p>All documentation is presented in a format that is accessible to the student.</p> <p>Students with SEND are encouraged to discuss concerns with the Assistant SENDCo or the SEND team.</p> <p>Pastoral and SEND teams are experienced and able to deal with concerns and issues as they arise.</p> <p>School works closely with external professionals and are able to seek support for students as necessary</p>




## 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> 
<p>The school works in partnership with parents and carers:</p> <ul style="list-style-type: none"> <li>• The parents/carers of all students are invited to attend parent/carer evenings.</li> <li>• Students' progress is monitored regularly and shared with parents/carers.</li> <li>• Parents/carers are aware of who to contact if they have any concerns:</li> </ul> <p>Tutor/Subject teacher Head of Year SENDCo Head teacher SEND Team</p> <ul style="list-style-type: none"> <li>• The website enables parents carers to find out key information</li> <li>• A text message service is used to inform families of key events.</li> <li>• Families can request to receive information by email.</li> <li>• Show my homework is used to inform parents/carers of the homework set.</li> <li>• Parent Forums</li> </ul> <p>Open events are held throughout the year:</p> <ul style="list-style-type: none"> <li>• Community Open evening</li> <li>• Year 6 Intake Evening for parents/carers</li> <li>• Year 9 Option Evenings</li> <li>• Half termly progress reports/data</li> <li>• Post 16 evening for parents/carers and students</li> <li>• Parents Evenings</li> <li>• Year 7 settling in evening</li> <li>• Summer concert</li> <li>• Christmas festival</li> <li>• RSC productions</li> <li>• Christmas Charity Concert</li> </ul>	<p>Families are invited to attend extra curricula events e.g.</p> <p>Maths workshop, Reading with your child workshop, Internet Safety workshop, Assessment workshops, EBACC evening, Homework workshop etc.</p> <p>Families are invited to attend information sessions.</p> <p>Parents are encouraged to contact college about any concerns they have.</p> <p>Assess/Plan/Do/Review meetings</p> <p>Parental meetings with SENDCo/member of SEND team on request</p> <p>SEND Parent forum – coffee mornings</p>	<p>Parent/carers are actively involved in all TAC/meeting of Concern/parental meetings and Annual reviews:</p> <p>Parents/carers are an integral part of TAC meetings and annual reviews</p> <p>All documentation is presented in a format that is accessible to parents</p> <p>Advocacy is available to ensure the parent/carer views are taken into consideration and are pivotal in the plans to support their child.</p> <p>SENDCo/member of SEND team is available to discuss issues concerning students with SEND.</p> <p>SEND Department staff or senior leaders are key workers for vulnerable families</p> <p>Parent consultation on student passports and other documentation</p>




### 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> 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of their ability and or additional needs, have full access to the curriculum.</p> <p>The curriculum is broad and balanced and includes vocational options.</p> <p>Data from Primary school and Reading Age (RAGE) and Spelling Age (SAGE) are used as baseline data to measure progress.</p> <p>Progress across the curriculum areas is monitored at the end of KS3 by tests in English, Maths and Science and teacher assessment in all areas.</p> <p>At the end of KS4 GCSE results are used to monitor progress, using the ISDR, PIXL, national data and the OFSTED data dashboard.</p> <p>Setting occurs in some subjects as deemed appropriate by faculty heads in consultation with the Senior Leadership Team.</p> <p>Show My Homework application and Homework Club</p>	<p>After college revision sessions in different subject areas are provided as appropriate.</p> <p>Intervention packages are bespoke and needs led, with the aim of improving key skills required to fully access the curriculum. The progress of the students is reviewed regularly and the intervention continued as appropriate.</p> <p>Intervention work includes:</p> <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Maths intervention</li> <li>Precision teaching sessions</li> <li>Additional 1:1 support in English/Maths</li> <li>Lexia</li> <li>ELC student support</li> <li>Computer Readers for Y10 and Y11</li> <li>Social skills programme</li> <li>Exam concessions</li> </ul>	<p>Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSE options.</p> <p>Students with SEND can access the curriculum with adult support as appropriate.</p> <p>In exceptional circumstances students can be disapplied from some subjects.</p> <p>Other ways we can support:-</p> <ul style="list-style-type: none"> <li>Flexible packages.</li> <li>Use of the Effective Learning Centre</li> <li>Alternative educational provision e.g. CHAOS/Boot Up/Restormel Alternative Provision Academy/CHES/Take 2/Wave Project/SAVVY Education</li> <li>Work placement programme</li> <li>Exam concessions</li> </ul>

## 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> 
<p>Dyslexia-Friendly Strategies ASD friendly strategies Sight/hearing impairment strategies ICT provision Differentiated tasks Regular Assessment Praise and Reward Clear, consistent boundaries and consequences Variety of individual, paired and group tasks. Early identification system (DSEN) Homework Club (Study Support) GCSE study clinics</p> <p>Clear feedback on how to improve work</p>	<p>Social skills programme Dyslexia Champions Individual Dyslexia learning packs Handwriting Club ASD Champion Student passports Visual prompt cards and timetables Key word lists for pre/post learning Individual iPads/laptops for classwork Additional adult support in lessons Small group literacy/maths intervention Paired reading group Assessment and exam access arrangements Access to ELC support</p>	<p>Education Plans for pupils with an EHCP Behaviour Support facility Specialist resources and equipment Advice from partner agencies Additional support for Pupil Premium Personalised /alternative timetable and/or educational provider Access to ELC support</p>

## 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> 
<p>Actively encourage independent working College offers areas where students can work independently: Library, ELC Independent home study/Homework Club SMILE programme Regular marking and feedback for next steps. Peer Mentors/buddy system The College Ambassador programme Variety of independent, paired and group tasks Work experience programme Contact with parents to encourage independence</p>	<p>Use of ICT including iPads and laptops Individual provision maps Student passports Pastoral Support Plans SEMH objectives supported by Inclusion Facility ELC Break and lunch-time supervision in the ELC if required.</p>	<p>Education Plans for students with an EHCP Supported access to extra-curricular activities/PE Supported lunch ELC/specialist equipment Referral to Homework Club(Study Support) Referrals to Community Support Referrals to external community groups TAs use resources: questioning prompts to develop independence</p>






## 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> 
<p>Safeguarding Team PREVENT lead Safeguarding Policy First Aid policy Anti-bullying policy Inclusion policy Student Welfare Support Team Integrated Health Hub (IHH) School Nurse Service Qualified First Aiders Restorative Justice programme PSHE programme to develop community awareness, social and relationship skills. Peer mentors/buddy system Praise and reward system Variety of extra-curricular activities Presentation/celebration assemblies Counsellors TIS Practitioner (formerly THRIVE) ASD Team Audiology Service Visually Impaired Service Social Care Looked After Children team SEN team Behaviour support Service CAMHS Primary Mental Health team Physio/OT/SALT CHES/CICESS/Virtual School Educational Psychology team CLEAR KOOH Personal/intimate care</p>	<p>Mentoring Service Access to Behaviour Support Social skills programme Time out facility Referrals to partner agencies ELC access at break/lunchtimes and additional programmes Referral to school nurse Additional support programmes organised by the Student Welfare Team</p>	<p>Alternative Provision Individual Health Care Plans 1:1 Programmes College Multi-Agency Meeting (termly) Referral to Early Help Hub/MARU TAC meetings Referral to partner agencies</p>

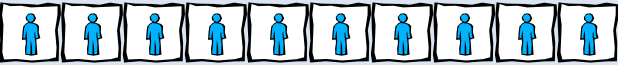
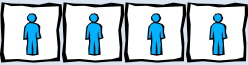

## 7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Extra-curricular activities/clubs Activities at lunch and break times College and Year group Council Tutor Group programme Outdoor Education opportunities Leadership opportunities Inter house competitions Duke of Edinburgh awards Equalis	Supervised lunch and break times ELC Behaviour Support Facility Additional support programmes organised by Student Welfare team Peer mentor programme Sporting events Social skills intervention group	Referrals to partner agencies External support groups Alternative Programmes e.g. CHAOS/Boot Up/Take 2/Wave Project Access to additional supervision at lunch and break times Access to additional supervision for extra-curricular activities and trips ASD champion social stories




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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Health and Safety policy Accessibility policy Anti-bullying policy Keep Kids Safe text messaging service Structured rules for moving around the buildings Risk assessments Qualified teachers in specialist subjects First Aid team Care Plans Team Teach (2 qualified staff)	Equality and Diversity policy Management of medical needs <ul style="list-style-type: none"> <li>- Epilepsy</li> <li>- Diabetes</li> <li>- Acute Asthma</li> <li>- Allergies</li> </ul> Liaison with Medical professionals Continued Professional Development for key staff Supervised lunch/break in ELC	Disabled Access Policy Specialist mobility/access equipment Liaison with external professionals Lifts maintained Health Care plans written with medical specialists

## 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> 
<p>Visits to primary schools Y6 Primary liaison event Y6 Intake days and evening Opportunity to meet with tutors provided in summer term Y7 September Challenge/camp College visits for year 11 students Academic and Pastoral Key Stage Leaders Tutorial programme Student Welfare Team Y6 summer school Y9 options choices discussion with AST Y11 supported with careers SW/ applications Mock college interviews Signposting to transition events at local colleges</p>	<p>Y6 transition programme for vulnerable students SENDCo/SEND team attends meetings at primary schools summer term Y6 Liaison with Truro and St Austell Colleges for Vocational courses in Y10 Liaison with Truro and St Austell Colleges for Post 16 setting. Careers Advisor</p>	<p>Transition plans for Y6 to Y7 SENDCo Assistant attends Y6 EHCP reviews EHCP transition review meetings for KS4 students attended by the College's Careers Advisor and Truro College Additional college visits and transition plans for year 11 students. College advisors invited to attend transition reviews. Attendance at TAC/Child protection review meetings in spring/summer term of Y6</p>

## 10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</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. Effective Learning Assistants 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 1 Higher Level Teaching Assistant who specialises in literacy and oversees intervention provision in individual curriculum areas. We also employ a fully qualified PE teacher on the support team who oversees the physiotherapy needs of our students who require it</p> <p>Below are a few of the areas of study recently accessed by staff</p> <ul style="list-style-type: none"> <li>D of E training elements</li> <li>Autism Champion</li> <li>Behaviour de escalation advice</li> <li>HLTA</li> <li>First Aid</li> <li>Positive Handling/Team Teach</li> <li>ADHD</li> <li>Safeguarding</li> <li>Manual Handling</li> <li>Dyslexia</li> <li>Dyspraxia</li> <li>Monitoring Progress</li> <li>BDA Dyslexia L3</li> <li>Mental health awareness workshop</li> <li>Neurodiversity and the Inclusive Classroom</li> </ul>		<p><b>SENDCo</b> – Mr David O'Neil responsibility for students with a known special educational need</p> <p><b>Assistant SENDCo</b> Mrs Vicci Grainger designated responsibility for students with an EHCP</p> <p><b>Specialist Teacher of Dyslexia</b> – Miss Tina Wells</p> <p><b>Exam Access Arrangements</b> – Mrs Dawn Henshall</p> <p><b>Student Health &amp; Well-being Officer</b> – Miss Kyla McAlpin</p> <p><b>Student Services</b> – Mrs Sue Pascoe</p> <p>We employ a <b>Physical Intervention lead</b> who is a fully qualified PE teacher and oversees the physiotherapy needs of our students requiring that intervention as part of their EHC plans – Mr Ryan Johns</p> <p><b>Effective Learning Assistants</b></p> <ul style="list-style-type: none"> <li>Clare Bellamy Assistant Leader of Effective Learning</li> <li>Rebecca Horne- cover supervisor</li> <li>Julia Andrew, Behaviour support</li> <li>Autism Champion</li> <li>Sally Dickerson – Maths Intervention</li> <li>Felicity Brooks</li> <li>Stuart Morse – Science/DT intervention</li> <li>Darren May – Arts intervention</li> <li>Ryan Johns – Physical Intervention Lead</li> <li>Catherine Teakle HLTA - Intervention Manager</li> <li>Tracy Brobie – Autism Intervention</li> <li>Lisa Crampton - Science/Literacy Intervention</li> <li>Andria Gregory – bespoke 1:1</li> </ul>

## 11.Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
Autism Spectrum Team	Support students with ASD	Tel: 0300 1234 101
Child and Adolescent Mental Health Services (CAMHS)	Support students with mental health issues.	Tel: 01872 221400 mailto:childrens.services@cornwall.nhs.uk
Communication Support Service	Support students with communication difficulties.	Tel: 01872 323412 mailto:pbell@cornwall.gov.uk
Dreadnought Aspires	Socialisation project for students with ASD	Tel: 01209 218764 mailto:jo@thedreadnought.co.uk
Educational Psychology Service	Support students who are having difficulty with their learning.	Tel: 01736 336810
Hearing Support	Support students with hearing difficulties.	Tel: 01726 61004 mailto:hearing.support@cornwall.gov.uk
Physical Disabilities Service	Support students with physical disabilities.	mailto:wjohn@cornwall.gov.uk
SEN Assessment and Provision Team	Carry out assessments for EHC plans and monitor their implementation.	Tel: 01872 324416
Vision Support Team	Support students with visual difficulties.	Tel: 01872 323438 mailto:vision.support@cornwall.gov.uk

## 12. Student progress

Throughout their time at Treviglas Community College, all students are constantly observed and progress noted. Student progress and attainment in Year 7 – 11 is monitored formally through a series of rapid assessments which are entered into the COLLEGE tracking system (SIMs) on four occasions throughout the academic year. In addition a summary can be given of behaviour incidents, achievements, attendance and any lateness to lessons. Parents are welcome to email or telephone the college should they wish to speak to a particular member of staff about any issues causing concern.

## 13. How we know how good our SEN provision is

By reviewing the targets on the student's Education Plans and ensuring they are being met. By monitoring the academic progress of SEND students against national/age expected levels and making sure the gap is narrowing (they are catching up to their peers or expected age levels). Some students may move off of the SEND register when they have 'caught up' or made sufficient progress. Lastly by reflecting on the verbal feedback from the teacher, parent and student and regularly acting on this.

## 14. If you wish to complain

If you have any concerns with regards to the SEND provision offered at Treviglas Community College, please do contact the team in the first instance. Should parents/carers be unhappy with any aspect of their child's care at Treviglas Community College, they must discuss their concerns with the college. 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 college complaints procedure.

**David O'Neill** – SENDCo. I am the SENDCo here at Treviglas Community College. My role is to manage the provision made for students with SEND and ensure the right support and interventions are put in place to enable students with SEND to make good progress. I work alongside teachers to ensure they are aware of an individual's needs and are able to appropriately differentiate the curriculum and employ strategies to support the individual student. I have built on a secure knowledge of SEND systems over the time I have been a SENDCo and understand how to ensure all students are given opportunities in education to ensure they develop. Please do contact me if you have any concerns or would like to know more about what we offer at Treviglas Community College.

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)**

## **Treviglas Community College SEND OFFER**

### **Answers to Frequently asked Questions**

1. What should I do if I think my child may have special educational needs?
2. Who is responsible for the progress and success of my child in school?
3. How is the curriculum matched to my child's needs?
4. How do school staff support me/my child?
5. How will I, and my child, know how well they are doing?
6. How can you help me to support my child's learning?
7. What support is there for my child's overall wellbeing?
8. How do I know that my child is safe in school?
9. How is my child included in activities outside the classroom including school trips?
10. How accessible is the school environment?
11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?
12. How are the school's resources allocated and matched to pupils' special educational needs?
13. How is the decision made about what type and how much support each pupil receives?
14. Who can I contact for further information?

#### **1. How does your college know if students need extra help and what should I do if I think my child may have special educational needs?**

At Treviglas Community College students are identified as having SEND through a variety of ways including:

Liaison with Primary School

Teacher/TA identifies a student performing below age expected levels

Concerns raised by Parent

Concerns raised by SENDCo/Pastoral Support Worker for example behaviour or self-esteem is affecting performance

Liaison with external agencies

#### **2. How will I raise concerns if I need to?**

Talk to us – firstly contact your child's Tutor, Head of Year or the SENDCo. We welcome dialogue with parents/guardians/carers and pride ourselves on good home/college communication.

### **3. Who is responsible for the progress and success of my child in college?**

Your child's SENDCo and the classroom teacher are responsible for your child's progress and success with the support of the Pastoral Support Team, Head of Year and Tutor team.

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

Quality First teaching ensures all work within lessons is pitched at an appropriate level so that all students are able to access according to their specific needs. Typically this might mean that the teacher has graded outcomes for the lesson according to ability, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all students can access a lesson and learn at their level.

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

Progress data is sent home every half term and there are parents' consultation evenings. Teaching staff will liaise frequently when issues arise with your child's learning via email, letter or phone call. In addition there are various support evenings throughout the year to coincide with transition from one key stage to another, during examination preparation and to support the parents of children with SEND. Homework is published on the college's website (Show My Homework) and students have access to an after college Homework Club (Study Support)

### **6. What support will there be for my child's overall wellbeing?**

We are an inclusive college; we welcome and celebrate diversity. All staff believe that every student should aspire to achieve and are capable of reaching their goals. The class teacher has overall responsibility for the pastoral care and progress of every student in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or the Behaviour Support Team. The college also has a Manager who works at the Integrated Health Hub, Lowenna Building, and manages the Effective Learning Centre under the direction of the SENDCo, with vulnerable children during the college day. Students also have access to a highly experienced Pastoral Support team.

### **7. How do I know that my child is safe in college?**

Treviglas Community College is concerned for the safety of all of its students. We operate a 'Kids Safe' text messaging service to support attendance and punctuality that is monitored by the Attendance Officer. There is a rigorous approach to safeguarding and a designated Safeguarding Officer/Deputy Safeguarding officer as well as a wider team of safeguarding officers who have all been trained on Tier 3 safeguarding. The safeguarding team meet weekly. There is a behaviour policy in place with very clear expectations and a reward/sanctions system to support this. If a student has behavioural difficulties a Behaviour Management Plan (Gateway Plan/Risk Assessment) may be written



alongside the student and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions has reduced.

#### **8. What specialist services and expertise are available at or accessed by your college?**

See above in this document.

#### **9. What SEND training have the staff at college had or are having?**

Staff are offered opportunities to access SEND training through Continuous Professional Development (CPD) training.

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

All students are entitled to access activities outside of the classroom including trips and are actively encouraged to participate in extra-curricular clubs and events. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in college.

#### **11. How accessible is the college environment?**

The college site is wheelchair accessible with disabled lifts and toilets.

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

The college has a very successful KS2-KS3 transition process and offers a roadshow of events/activities to support transition including a Summer School programme. The college also runs Inspirational Saturday events throughout the year to aid transition. There are various support evenings throughout the year to coincide with transition from one key stage to another, during examination preparation and to support the parents of children with SEND. Treviglas Community College has close links with the local colleges and works in partnership with Careers South West. The Careers South West officer supports students and works 1:1 with SEND students through the process of work experience and college transition. There is a work experience week and a careers evening.

#### **13. How are the college's resources allocated and matched to students's special educational needs?**

We ensure that the needs of all students who have Special Educational needs are met to the best of the college's ability with the funds available. We have a team of Teaching Assistants (TAs) who are funded from the SEND budget and deliver programmes designed to meet groups of student's needs. The budget is allocated on a needs basis. The students who have the most complex needs are given the most support often involving access to a TA either on a 1:1 basis or in a small group situation.

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

The class teacher alongside the SENDCo will discuss the student's needs and what support would be appropriate. Different students will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

#### **15. Who can I contact for further information?**

Mrs V Grainger – Please telephone the college 01637 872076 or e-mail [v.grainger@treviglas.cornwall.sch.uk](mailto:v.grainger@treviglas.cornwall.sch.uk)

#### **16. What should I do if I feel that the School Offer is not being delivered or is not meeting your child's needs?**

**Please contact**

**The SENDCO:**

Mr David O'Neill

**Or the Head teacher:**

Mrs Michelle Dunleavy

#### **17. How do we know the School Offer has had an impact?**

By reviewing the targets on the students' Education Plans and ensuring they are being met. By monitoring the academic progress of SEND students against national/age expected levels and making sure the gap is narrowing (they are catching up to their peers or expected age levels). Some students may move off of the SEND register when they have 'caught up' or made sufficient progress. Lastly by reflecting on the verbal feedback from the teacher, parent and student and regularly acting on this in order update the Local Offer.

The school's information report is revised annually.