



Torpoint Community College

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Aim

Torpoint Community College aims to embrace the needs of all students and has a whole college approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEND

Objectives


1. To identify and provide for students who have special educational needs
2. To work within the guidance provided in the SEND code of practice, 2014
3. To provide support and advice for all staff working with special educational needs

[Please click here for the College's Policies webpage and access to the Special Education Needs and Equality Policies.](#)

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Becky Lear (01752)812511


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"> • The views and opinions of all students are valued. • Student voice is represented in all aspects of school. • Student voice is heard through: <ul style="list-style-type: none"> - consultation - focus groups - questionnaires 	<ul style="list-style-type: none"> • Students with SEND are included in all consultation groups. • Additional provision is developed in light of student voice. • Student council • Peer mentors • Student leaders • SHARE –drop in 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student’s views are an integral part of TAC meetings and SEN reviews. • Students are supported in person centred planning and target and outcome setting. • Advocacy is available to ensure the above. • All documentation is presented in a format that is accessible to the student. • Brook • 1-1 mentoring • Kooth counselling

		<ul style="list-style-type: none">• School nurse drop in• Intensive support team Plymouth• Youth services – 1-1• YZUP• Penhaligans friends• Barnardos
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2. Partnership with parents and carers


Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all students attend parent/carer evenings, and academic review days. • Students' tracking reports are sent home once each term. • The school planner encourages written dialogue between families/parents and school. • Parent/carers know exactly who to contact if they have any concerns. • The virtual learning environment, and/or website, enables parent/carers to understand more about what their young person is learning. 	<ul style="list-style-type: none"> • Families are invited to attend extracurricular clubs and activities. • Families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing etc. • Parents are able to contact school re concerns at any time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews. • Parent/carer's views are an integral part of TAC meetings and SEN reviews. <input type="checkbox"/> Advocacy is available to ensure the above. <input type="checkbox"/> All documentation is presented in a format that is accessible to individual parents. <input type="checkbox"/> Parents are encouraged to engage in one-to-one reading and vocabulary Programmes. • Parents' views are sought following 1-1 or group intervention. • Identified students – parents contacted daily

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • All students in year 7, 8 and 9 are able to boost their independent learning and literacy skills through programmes such as the REAL project or the Accelerated Reading programme. • Assessments (including dyslexia testing)/Cognitive Ability tests are used to identify students who need specific interventions. • Planner live • My maths • College website 	<ul style="list-style-type: none"> • A small number of students in key stage 4 have the opportunity to access a bespoke curriculum. • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - Literacy – reading, comprehension, Spelling, writing etc. - handwriting - numeracy - keyboard skills - study skills - social skills etc. etc. 	<ul style="list-style-type: none"> • 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 design technology. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved. • KS3 – early identification to identify additional support programme: <ul style="list-style-type: none"> - 1-1 - Small group - In class - Accelerated reading • KS4 – examination concessions.


		<p>Students identified using:</p> <ul style="list-style-type: none">- Lucid exact- Lucid lass- Visual assessments- Dyslexia screening- Access reading test- Accelerated reader
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4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The whole school uses a ‘dyslexia friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Different level groupings are identified for each class and students are made aware that at least some of the time they will be seated in ability groups. • Preferred learning styles are used. • Learning Objectives are displayed and discussed using “We are learning to...” • Differentiated Success Criteria are displayed. • Students’ work should be regularly marked, in green pen, using WWW (What Went Well) and EBI (Even Better) 	<ul style="list-style-type: none"> • Class teachers and learning mentors share information and lesson plans to ensure that students with SEND have targeted support and provision. • Learning mentors/class teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • If the class teacher is working with a small group Learning mentor supports the class with tasks already set by the teacher. • Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> - Laptops - Netbooks - IPADS - Dictaphones - Coloured overlays on screens 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Individualised programmes to address complex needs. <ul style="list-style-type: none"> - ASDAN –wider key skills - Read write Inc - Re-tracking - Teen talk - Read on programme - Head work - CBT programme - ILP - Medical action plans - Word shark and number shark - Nessy - Sam learning – in lessons - Daily homework supported club


<p>If), and their target grades should be visible or easily accessible.</p> <ul style="list-style-type: none">□ Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.□ Alternative ways of recording are used.	<ul style="list-style-type: none">□ Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc.)□ Homework support is available	<ul style="list-style-type: none">- numeracy workshop- Phonics workshops – additional support
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • A box/shelf/draw of resources is available in all class-rooms containing overlays, highlighters, dictionaries etc. which promote independence. • All students can access to a regular homework club (after school, lunchtime etc.) • Adventure Learning week • Learning in the natural environment. 	<ul style="list-style-type: none"> • Where Learning mentors are in the classroom they facilitate independence. • Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers • Students have access to : <ul style="list-style-type: none"> - visual timetables - task cards - prompt cards - traffic light system - time out cards 	<ul style="list-style-type: none"> • Learning mentors working one to one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. • Personalised task boards and timetables are in place to support independence. • Access to student support centre to encourage self-management of their learning. • Emotional needs • Phoenix project • CBT


		<ul style="list-style-type: none">• Mentoring• Breakfast club to ensure calm start to the day.
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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"> • PSHE lessons include all students. • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Peer mentors/buddies/student leaders are trained to support fellow students. • Students have access to the school nurse. Sessions are private and confidential. • Bereavement counselling available. • Student issues are dealt with by trained staff, as they arise. 	<ul style="list-style-type: none"> • SSC is available for vulnerable students to take 'time out' and find support at break times. There are trained members of staff running the base. □ Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - life skills - anger management □ Some schools may commission workshops and programmes such as such as: <ul style="list-style-type: none"> - circus skills - ability for sport □ Sports fixtures arranged with special schools □ Risk assessments carried out. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Boxall profiling or similar is used to tailor provision to need. • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Youth Centres / Cornwall & Plymouth - Dreadnought - Aspires - Penhaligans Friends/Barnardos - Music therapy - Cornwall/Duchy - SHARE - KOOTH counselling • Individualised support is provided for students who begin to display early signs of disaffection in KS3. • Students with specific medical conditions have individual health care plans.

		<ul style="list-style-type: none">• School nurse weekly drop –in• SHARE• Breakfast club• Supported break & lunch times• Penhaligans friends – 1-1
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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"> • All students have opportunities for social interaction, regardless of need. • All students belong to a tutor group. • All students are invited on trips and visits. 	<ul style="list-style-type: none"> • Older students involved in 'paired reading' with younger students with SEND. • Peer mentors for vulnerable children and young people • Autism champion ensures social interaction opportunities for students with autism. 	<ul style="list-style-type: none"> • Students individually supported by learning mentors to enable their attendance at after school clubs. • Learning mentors use social stories with individual students. • Friendship club –lunch time • Girls / boys group • Circle of friends • Autism champion supporting identified students & liaising with parents/carers • Forest school

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"> • All areas of the school are accessible to everyone including those students with SEND. • All faculties have wheel chair accessible classes. • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • SSC offers a quiet and supervised area for those who are unable to cope in unstructured times. Ensures the opportunity to eat lunch away from the canteen and store items in a secure place. • Non-slip, non-breakable equipment available in practical lessons. • Adapted PE equipment available. • Some toilets adapted by height. • Adjustable chairs/ tables available. • There are named adults who are 'team-teach' trained. 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Ramps – lift • Disabled toilet, shower & hoists • Physiotherapy beds • Medical needs co-ordinator available at all times • Access to wheelchairs

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • There are strong links with feeder primary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3. • Primary children visit school regularly from year 3 for specific events. • Secondary staff visit and teach/support in feeder primaries. • Taster days for students in years 5 and 6, induction days for year 6 • In year 8 preparations begin for option choices ready for Year 9. All students are interviewed with parents regarding choices. • Year 11 students are supported with the sixth form/FE application and interview process. Senior leader meet year 11 students and their parent/carers to make sure they have plans post 16. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. • Students identified as possibly struggling with transition have many additional visits in small groups. • Identified students in Year 6 invited to attend Summer School. • A key-worker is in place • Careers South West 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. 	<ul style="list-style-type: none"> • The SENCO attends year 5 and year 6 annual statement reviews (and earlier if the parent requests). • The student has a keyworker who spends time with them in primary school before supporting them in secondary school. • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Post 16 providers are invited to attend transition reviews. • Students with SEND have extra visits to college in Year 11.

Services and organisations that we work with:

Service/organisation	What they do in brief
Kooth	Counselling service used by the college to support individual students
SHARE	Targeted support and drop-in sessions for young people from 11-25 for all areas concern, e.g. housing, alcohol, etc.
School Nurse	Operates weekly drop-in sessions for young people to discuss any medical/emotional concerns
Penhaligon's Friends	Support for students who have experienced bereavement
Emotional Health and Well Being Consultant	1-1 support for students and parents with more acute emotional and mental health issues
Dyslexia Service	Support students, parents and teachers for those identified at being at risk of dyslexia
CAMHS	Consultation and training with mental health workers for members of staff to support students
Education Psychology Service	To support identified students and to advise SENDCo and teaching staff on appropriate provision
Education Welfare Service	To support students whose attendance is a cause for concern
Caradon APA	Support with students where main stream is deemed inappropriate short or long term

ACE Plymouth	Support with students where main stream is deemed inappropriate short or long term
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