

Torpoint Community College SEND Offer 2026-27

Our Vision

At Torpoint Community College, we are committed to ensuring that every student can participate, achieve and thrive. High-quality adaptive teaching is the foundation of our SEND provision and is available to all students. Our approach focuses on identifying and removing barriers to learning and participation so that all students can access, engage with and succeed in the mainstream curriculum. Additional support is provided through a graduated approach of Assess, Plan, Do, Review.

Graduated Response to SEND

Tier 1: Universal Provision for All Students - High Quality Adaptive Teaching The following strategies are available in all classrooms and form our primary SEND provision:		
Teach a Little, Check a Little	Clear Routines, Calm Classrooms	Wellbeing and Inclusion
✓ Retrieval activities which activate prior learning ✓ Mini whiteboards used regularly to check understanding ✓ Frequent questioning of all students ✓ Chunked instructions ✓ Modelling and worked examples ✓ Visualisers to demonstrate success ✓ Vocabulary instruction and explicit teaching ✓ Frequent checks for understanding ✓ Scaffolding matched to student need	✓ Consistent seating plans ✓ Predictable lesson structure ✓ Clear expectations ✓ Positive behaviour approaches ✓ Consistent classroom routines ✓ Structured lesson starts and endings ✓ Visual supports where appropriate ✓ Use of clear and concise language ✓ Positive relationships with staff	✓ Tutor support ✓ Pastoral support ✓ PSHE curriculum ✓ Anti-bullying procedures ✓ Attendance monitoring ✓ Careers guidance ✓ Enrichment opportunities ✓ Equality and inclusion initiatives

Tier 2: Targeted Provision

Additional support provided where a student requires provision that is additional to or different from that ordinarily available.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical Needs
Memory and Retention Difficulties - Repeat key instructions - Retrieval practice - Knowledge organisers - Checklists - Worked examples - Overlearning opportunities - Vocabulary pre-teaching Executive Functioning Difficulties - Task managers - Chunking of tasks - Visual planning tools - Organisation support - Visual timetables - Homework support Literacy Difficulties - Reading support - Reader pens - Coloured overlays where appropriate - Adapted resources - Assistive technology - Additional reading opportunities	Speech, Language and Communication Needs - Simplified language - Visual supports - Processing time - Communication passports - Social stories - Comic-strip conversations Autism Spectrum Condition - Predictable routines - Pre-warning of change - Visual timetables - Safe adult check-ins - Sensory adjustments - Structured transitions	Anxiety and Confidence Barriers - Meet and greet - Planned participation - Safe spaces - Learning breaks - Mentoring support - Key adult support Attention and Task Initiation Difficulties "Start now" activities - Frequent prompts - Check-ins - Reduced distractions - Structured support - Movement breaks Self-Regulation Difficulties - Regulation strategies - Positive reinforcement - Short-term report cards - Behaviour support plans - Restorative approaches	Sensory Processing Difficulties - Environmental and sensory adaptations - Access to quiet spaces, movement breaks and alternative environments - Sensory equipment and strategies - Visual supports, predictable routines and structured transitions Hearing Impairment - Preferred seating and reduced background noise - Visual reinforcement of verbal information - Specialist equipment where appropriate - Recommendations from advisory and sensory support services Visual Impairment - Adapted and accessible learning materials - Environmental adaptations, including lighting and seating - Access to digital and assistive technology - Recommendations from sensory support services Physical and Medical Needs - Accessibility adaptations and specialist equipment - Alternative recording methods and assistive technology - Medical care plans and healthcare support - Risk assessments and emergency planning, including PEPs where required

Tier 3: Specialist Interventions and Enhanced Provision			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical Needs
• Personalised intervention programmes • Literacy and numeracy interventions • Precision Teaching • Dyslexia Gold • Reading intervention programmes • Specialist teacher involvement • Assistive technology • Exam Access Arrangements • Individualised programmes informed by external professionals • EHCP provision and annual review processes	• Personalised communication support • Speech and Language Therapy recommendations • Language Link interventions • Social communication interventions • Communication aids and AAC where required • Enhanced transition planning • Specialist advisory teacher involvement • EHCP provision and targeted adult support	• Individual mentoring programmes • Music mentoring • Therapeutic interventions • Nurture provision • Daily check-in/check-out support • Emotional literacy interventions • Learning break and safe space arrangements • Individual risk assessments and safety plans • Temporary part-time timetables • Virtual Register provision • Reintegration programmes • Alternative Provision placements • Early Help and multi-agency support • CAMHS and specialist mental health involvement	• Specialist equipment and assistive technology • Personal care and medical support plans • Occupational Therapy and Physiotherapy recommendations • Sensory support service involvement • Hearing and Visual Impairment Service involvement • Accessibility adaptations • Manual handling plans where required • Individual risk assessments and emergency planning • Enhanced transition planning

Identification of SEND

At Torpoint Community College, we use a graduated approach to identify and support students with Special Educational Needs and Disabilities (SEND). Concerns may be identified through teacher observations, progress and attainment data, information from primary schools, screening and assessment tools, parent or carer concerns, student voice, attendance patterns or advice from external professionals.

All teachers are responsible for monitoring the progress and wellbeing of students in their classes. Where a student is experiencing barriers to learning, appropriate adaptive teaching strategies and targeted classroom support will be implemented and reviewed. If concerns persist, the SENDCO will work alongside staff, parents/carers and the student to further assess needs and determine whether additional SEND support is required.

Our Graduated Approach

At Torpoint Community College, support is provided through a graduated response to need, ensuring that students receive the right support at the right time. Provision builds upon high-quality adaptive teaching and follows the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice.

Identifying and Removing Barriers to Learning

We use our Inclusion Access Framework to identify and monitor barriers to learning. Information about student needs, effective strategies and reasonable adjustments is recorded within Student Passports and made available to staff through our inclusion systems. This supports the consistent implementation of provision across the school and helps ensure that support is responsive to changing needs.

Tier 1: Universal Provision

High-quality adaptive teaching is available to all students. Teachers use a range of strategies, assessments and classroom adaptations to ensure all learners can access the curriculum and make progress. Provision is regularly monitored through assessment, pastoral systems and quality assurance processes.

Tier 2: Targeted Provision

Students who require support that is additional to or different from high-quality classroom teaching may access targeted provision. This level of support typically focuses on reasonable adjustments, scaffolds and short-term interventions designed to reduce barriers

to learning and promote independence. Provision is planned collaboratively with students, parents/carers and staff, and reviewed regularly through the Assess, Plan, Do, Review process. Students receiving this level of support are normally recorded on the SEND Register and may have a Learning Plan and/or Student Passport outlining agreed strategies and support.

Tier 3: Specialist Provision

A small number of students require highly personalised provision and specialist involvement. This may include advice from external professionals, bespoke intervention programmes, specialist equipment, alternative provision, or support specified within an Education, Health and Care Plan (EHCP). Provision is regularly reviewed to ensure it continues to meet the student's individual needs and desired outcomes.

This approach ensures that support is flexible, evidence-informed and responsive to each student's strengths, needs and aspirations.

Evidence of Impact

The effectiveness of SEND provision at Torpoint Community College is regularly monitored and reviewed to ensure that support leads to positive outcomes for students. Provision is evaluated through a range of evidence, including academic progress data, attendance, behaviour and wellbeing information, student voice, parental feedback and the achievement of individual targets.

Teachers, pastoral staff and the SENDCO work together to review the impact of interventions and support strategies through the Assess, Plan, Do, Review cycle. Learning Plans, Student Passports and SEND review meetings are used to evaluate whether provision is helping students to overcome barriers to learning and make progress towards their individual outcomes.

Where interventions are shown to be effective, support may continue or be adapted to promote greater independence. Where progress is limited, provision is reviewed and adjusted, and further assessment or specialist advice may be sought. This ensures that support remains responsive, evidence-informed and tailored to the individual needs of each student.

For students with an Education, Health and Care Plan (EHCP), progress towards agreed outcomes is reviewed throughout the year and formally evaluated through the Annual Review process in partnership with the student, family and relevant professionals.

Further Information and Contact Details

If you would like to discuss your child's special educational needs or the support available at Torpoint Community College, please contact the SEND team.

SENDCO: Chloe Turner

Telephone: 01752 812511

Email: turner.c@torpoint.cornwall.sch.uk

Further information can be found in our SEND Policy and through the Cornwall Local Offer: [SEND Local Offer - Cornwall Council](#)