



Newquay Tretherras Academy

SEN Information Report September 2016

Newquay Tretherras Academy SEND Mission Statement

'Every child should be given the best chance to succeed in life'

At Newquay Tretherras we firmly believe that each individual young person should be **encouraged to achieve** his or her potential in all aspects of school life.

Every pupil is **recognised as an individual**, developing at their own pace, academically, socially and emotionally. We understand that some students will experience additional needs arising from barriers such as a learning difficulty, emotional difficulties and EAL.

We offer a **flexible and tailor made package of support** to meet the individual needs of our students.

It is our duty to **provide equal opportunities** for every person in our care and a safe and fully equipped learning environment which caters for the needs of every child as an individual. We are committed to inclusion.

We believe that teaching students with **SEN is the responsibility of all staff**.

Name of the Special Educational Needs and Disabilities Coordinator:

Head Teacher - Overall responsibility for all students:

SEN Governor:




Miss Hayley Coombes

Mrs Samantha Fairbairn

Mrs Sarah Karkeek




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> 
<p>The views of all children are listened to and valued.</p> <p>The children's opinions are voiced to the school through:</p> <ul style="list-style-type: none"> • Meetings, questionnaires and surveys. • School Council. • School nurse drop in and referral system. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. • Dedicated School Safeguarding officer and deputy. • Social, Moral, Spiritual and Cultural curriculum. • Dedicated Pastoral Team. 	<p>SEND children are encouraged to be involved with all feedback groups.</p> <ul style="list-style-type: none"> • Positive behaviour plans including time out cards, time in our Student Support Base/The Wave, personalised timetables. • Staffed Nurture room available at break and lunchtimes. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. • Careers4U/Careers South West (CSW) in school support. • Referrals to partner agencies • SEND students are given additional support and guidance through differentiated planning. 	<p>Individual support is responsive to the views of the children through:</p> <ul style="list-style-type: none"> • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. • Asking children their opinions and these are included in Annual Reviews, SEN Support Reviews, TAC meetings. • Student's are supported in person-centred planning and target and outcome setting through individual Learning Passports. • The children are encouraged to talk with the SENCO / teachers /Learning Mentors.

<ul style="list-style-type: none"> • Sixth Form Mentoring. • Praise and reward system. • Assemblies. • House System. • Sports Day. • Extensive choice of extra-curricular activities offered. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. 	<ul style="list-style-type: none"> • Teachers use assessment and work together to monitor the progress of our SEND students. • Students with SEND are included in all consultation groups and focus teams. • Additional provision is developed in light of student voice. 	<ul style="list-style-type: none"> • Support staff are available to advise and help students at all times. • Through the use of a key workers, all students who have a Statement of Educational Needs or have an Education and Health Care Plan, will have an opportunity to discuss their learning and improvements regularly. • Time to Talk with a designated member of staff. • Student's are supported in person centred planning with specific targets and measurable outcomes. • Regular contact with parents and carers as required. • Referrals to partner agencies such as CAMHS and Autism Team.
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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> 
<p>The school works in partnership with all parents and carers:</p>		<p>Parents and carers are actively invited to attend TAC and SEN Review meetings:</p>

<ul style="list-style-type: none"> • The parents and carers of all students are invited to parent meetings. • Year 5/6 Open Evening and Open Mornings. • Academic Review/Support Evenings 7-13. • Parents' Evenings Years 7-13. • Regular progress reports to parents Years 7-13. • Year 9 Options Evening. • Year 12 Parents' Induction Evening • Post 16 Open Evening. • Parents and carers are made aware of who to contact if they have any concerns: <ul style="list-style-type: none"> • Tutor/Class teacher • Head of Year • Head of Department • Integrated Health Centre Co-ordinator • SENCo • Head Teacher/Senior Staff • Regular newsletters and the school website keep parents and carers informed about what the children are learning, school events and dates. 	<p>Parents and carers are invited to attend specific meetings or extra-curricular events:</p> <ul style="list-style-type: none"> • Parental meetings with appropriate members of staff as appropriate. • Parents and Carers are invited to attend information sessions and open afternoons. • Parents are able to contact school at any time to address any concerns. • Team around the Child (TAC) meetings. • Educational Welfare Officer Involvement. • Safeguarding officer liaison. • Police Liaison Officer Involvement. 	<ul style="list-style-type: none"> • Review meetings for students on SEN Support. • Parents and carers views are an integral part of review meetings; Annual Review and SEN Support Reviews. • All documentation is organised and available to parents and carers to read. • Support is available to discuss and explain paperwork. • SENCO is available to discuss issues concerning children with SEND. • Parents/carers are able to and encouraged to contact school with any query or concern at any time. • Parents/carers are informed of any additional intervention their child receives. • Home/School books are provided for children when necessary. • Tea and cake afternoon held to offer advice and guidance during key transitions.
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<ul style="list-style-type: none"> • Parents/carers are contacted via our text message service to ensure all families receive individual messages from school staff. • On line homework – Show My Homework is used to inform parents/carers of the homework set. • Parent questionnaires. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras – Advice/support/guidance. Parent Support Workshops. 		
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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 broad and balanced and includes vocational options. • All students, regardless of their ability and/or additional needs have full access to the curriculum. 	<ul style="list-style-type: none"> • Intervention work is bespoke and needs led, with the aim of improving key skills required to fully access the curriculum. • The progress of the students are reviewed regularly, with the 	<ul style="list-style-type: none"> • Our inclusive policy ensures that students are supported in accessing all areas of the curriculum regardless of their SEN, with Learning Mentor support where necessary.

<ul style="list-style-type: none"> • Additional literacy and numeracy lessons for all students in Years 7,8 and 9. • Specialist teaching staff. • Extra-curricular activities are actively encouraged and provision made to attend out of school activity opportunities. • Progress for all students is monitored across the curriculum half termly. • All students have access to specific learning support resources. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. 	<p>intervention being continued, modified or ceased as appropriate.</p> <p>Our intervention schemes include:</p> <ul style="list-style-type: none"> ➤ Read Write Inc Literacy programme ➤ Individual Maths intervention ➤ Bespoke dyslexia support ➤ Precision teaching sessions ➤ EAL support ➤ Small group Social Skills programme ➤ Access arrangements for exam dispensation • Learning Mentor support in Learning Support groups. • Students have the opportunity to be involved in extra-curricular clubs and activities. 	<ul style="list-style-type: none"> • Specific, directed planning will support students where it is not possible for them to access classwork. The planning will be linked to the work but adapted for individual achievement. • 1:1 targeted and bespoke support. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. • Personalised and bespoke timetables for individual students/flexible packages/alternative programmes. • Access to ASDAN, Entry level Functional Skills accredited qualification as appropriate. • In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved. • Work placements.
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1. 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>
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<ul style="list-style-type: none"> • All students receive first quality teaching. • Students' progress is checked regularly. • Students are provided with targets and are made aware of their current level of achievement. • Literacy and Numeracy is a priority for all staff; key vocabulary and key terms are discussed in lessons. • The whole school uses a 'dyslexic / autism friendly' approach to teaching and learning. • All lessons are carefully planned to include clear success criteria, a focused learning intention, different learning styles and differentiated activities. • Students work in ability groups, friendship groups, pairs and independently during the school day. • A variety of learning styles are used. • Learning intentions are displayed and discussed. 	<ul style="list-style-type: none"> • Teachers ensure Learning Mentors have access to lesson planning to ensure that students with SEND have targeted support and provision Learning Passports Laptop for student use, where appropriate Strategies for specific needs distributed. • Teachers and Learning Mentors work with small groups to: <ul style="list-style-type: none"> -ensure understanding -facilitate learning -foster independence -keep students on task • Learning Mentors are used within some lessons to ensure the independence and progress of students with additional needs and also to ensure all other students in the class are on task and understand the learning intention. • Small Group support is in place for pupils who need more intensive support above and beyond what is available in the classroom. 	<ul style="list-style-type: none"> • Personalised and highly differentiated tasks are provided to enable independent learning. • 1:1 support is in place for students who need more intensive support above and beyond what is available in the classroom, e.g. for those with physical difficulties, sensory needs, speech and language difficulties, social skills, autism, dyslexia, severe learning difficulties and emotional interruptions. • Specialist resources and equipment. • Specialist advice and support is available from external groups including Educational Psychologists, Physical Disabilities Advisor, Hearing Support Service, Vision Support Service, Autism Team, Dyslexia specialists, Psychiatrists, Physiotherapists and Occupational Therapist. • Alternative ways of recording are used for individuals who have difficulties with coordination,

<ul style="list-style-type: none"> • Peer / student conferencing is used to ensure all children are involved in the marking process. • All teachers use a consistent approach to marking which is discussed with students. • Students are given feedback of how to improve their work. This can be verbal as well as the written comments used when books are marked. • Students are given adequate time to ensure they can improve their learning, taking account of the marking and next steps strategies. • Whole staff SEN training and information sharing. • SEN Representatives in all departments. • SEN notice board with regular updates for staff. 	<ul style="list-style-type: none"> • Homework support is available after school. • Educational Psychologist provides advice on how best to support students who find learning difficult. • Additional support for Pupil Premium. • Access arrangements for exam dispensation. • Regular record keeping, tracking and assessment. 	<p>dyslexia, sensory difficulties, with advice sought from agencies such as the OT, the ASC team, Vision Support Service and Hearing Support Service.</p>
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2. 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> 
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<ul style="list-style-type: none"> • Social, Moral, Spiritual and Cultural (SMSC) Curriculum embedded across all curriculum areas of the school. • The Tretherras Way embedded in the whole school ethos. • All students are encouraged to think for themselves and be independent. • All students have access to extra-curricular clubs which encourage independence and self-help skills. • All students are encouraged to change independently for PE, extra-curricular clubs and sports days/activity days. • School nurse drop in and referral system. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. 	<ul style="list-style-type: none"> • Where Learning Mentors are in the classroom, or during 1:1 tuition, they facilitate independence from all students. • Positive behaviour plans. • Students have personalised equipment to help them learn, such as overlays, timers, as well as common classroom resources. • The social skills groups focus on developing life-skills and independence. • Specific programmes to develop students' confidence, attitudes to learning, discrete groups. • Careers South West in school support. 	<ul style="list-style-type: none"> • Where 1:1 support is provided, Learning Mentors encourage independent work whenever possible. • Learning Mentors use resources, questioning, and verbal prompts to help develop independent working skills. • Practical assistance for physically impaired/disabled students. • Resources from Physiotherapy and Occupational therapy are provided where necessary to ensure students are provided with treatment and resources needed to promote independence. • Provision is made to allow students to access out of school activities. • Where necessary individual visual timetables are used. • Additional support is shared to build resilience in the young person so that they have self-coping strategies for when and if the Learning Mentor is absent. • Break and lunchtime supervision where appropriate.
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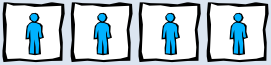

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3. Health, wellbeing and emotional support

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"> • School nurse drop in and referral system. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. • Social, Moral, Spiritual and Cultural (SMSC) Curriculum embedded across all curriculum areas of the school. • Science curriculum includes diet and healthy eating. • Themed assemblies are used to promote important issues. • Additional lessons are included if specific issues have arisen. • Any emotional issues, disagreements, or bullying are dealt with by staff immediately. • Risk assessments are in place for children with SEN and behaviour 	<ul style="list-style-type: none"> • All adults are happy to provide pastoral care to any of our students who ask for help • Vulnerable young people have the opportunity to attend nurture room during break and lunch when appropriate • Extra-curricular sports activities and out of school competitions and events are actively encouraged to increase student's health and wellbeing. • Sporting events, such as Project Ability are used to increase students' health and wellbeing. • Key staff have team teach training. 	<ul style="list-style-type: none"> • Access to meet with Key Worker as required. • TAC (Team Around the Child) meetings, and reviews are supported by a range of agencies. • Additional support for young people can be requested from: <ul style="list-style-type: none"> • CAMHS (Children and Adolescent Mental Health Service) • Social Care • Mentoring • Dreadnought • Kooth • Aspires • Care Free • Family Information Services • Health Care Plans are created to support the young person's




difficulties.		<p>physical and medical needs when appropriate.</p> <ul style="list-style-type: none"> • Annual Review/EHCP meetings • Regular contact with parents and cares as required. • Support and monitoring is provided for young people with eating and toileting difficulties. • Physiotherapists and Occupational therapists, Vision and Hearing Support Services are used to support students and the adults working with them when required.
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4. 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 and ability. • All students belong to a Tutor with a named Form Tutor. • All students are invited on trips and Visits. • Appropriate risk assessments are 	<ul style="list-style-type: none"> • Nurture groups and intervention groups provide a safe, small environment for vulnerable students to interact and practice social skills. • Nurture during break and lunchtimes provide additional support to students who struggle with social 	<ul style="list-style-type: none"> • The Teacher of the Deaf and trained Learning Mentors support individuals with hearing impairment. • Radio systems and FM transmitters enable students with hearing

<p>completed for trips, visits and activities to ensure all students are safe and their needs will continue to be met whilst out of school.</p> <ul style="list-style-type: none"> • Students are actively encouraged to participate in after school clubs and we celebrate achievements in out of school activities in celebration assemblies • All students belong to a house, and can participate in inter house challenges. • The school council represent the students in school meetings and meet and greet visitors. 	<p>interaction in the playground.</p> <ul style="list-style-type: none"> • Students have the opportunity to become a school councillor, representing their year group at regular meetings. • 	<p>impairments to communicate with teachers and peers effectively.</p> <ul style="list-style-type: none"> • Sporting events such as Project Ability provide opportunities for social interactions. • Learning Mentors working with individual students support development of social skills and assist in social situations. • Individual planning includes adult led social activities with small groups.
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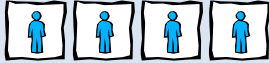

5. The physical environment (accessibility, safety and positive learning environment).

<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. • School Site Risk Assessment. 	<ul style="list-style-type: none"> • Skilled management of medical needs: Epilepsy, Diabetes, Allergies etc. • Liaison with medical professional 	<ul style="list-style-type: none"> • Specialist equipment and IT. • Liaison with medical professional. • Personal Educational Evacuation Plans for individual students.

<ul style="list-style-type: none"> • In School Risk Assessments. • Medical Officer and First Aid Team. • Named Child Protection Officers and Designated Safeguarding Officer. • Named Child in Care Teacher. • The majority of areas are wheelchair accessible. • Lift maintained and accessible. • Disabled toilets / changing room are available to students who need them. • Questionnaires have shown that students feel safe and happy in the school environment. • The school grounds are safe and secure during the school day. • Structured rules for moving around the building. • Duty staff. • Members of the public must sign into reception before entering the main school building. • Anti Bullying Policy. • SEND Policy. • All areas of the school are inviting, engaging, positive and support learning and/or value student's efforts. • Teachers focus on positive rewards for good behaviour. • The rewards and sanctions system is maintained across the whole school, 	<ul style="list-style-type: none"> • Regular meetings with SENCO, Medical Officer/First Aid Team, safeguarding team and Pastoral Team. • Quiet areas are available during breaktimes and lunchtimes both in and out of school for students who are unable to manage with unstructured times. • Key named staff have been Team Teach trained. • Nurture group at break and lunch times for those students who cannot go out on to the playground to play. 	<ul style="list-style-type: none"> • Where possible, doors have been widened and have electronic sensors to enable wheel chair access. These are activated by students, giving them independence. • 1:1 support is provided for students with a Statement or EHCP to ensure they can access practical aspects of the curriculum. • 1:1 support where relevant for access to disabled facilities, physiotherapy and personal care • Radio hearing devices are used by teachers where students have hearing difficulties. • All teachers are made aware of individual students who may need quiet areas within the classroom, students who need to be seated near or away from the door, plus other physical factors that will affect the layout of the classroom such as wheelchair access between tables. • The Wave can be used for students with emotional or
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<p>reflecting the school rules and expected behaviour.</p> <ul style="list-style-type: none"> • School nursed drop in and referral system. • Access to The Wave – Personalised Learning and Well-being Centre at Newquay Tretherras. 		<p>behavioural issues. This is manned by experienced staff.</p>
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6. 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>We have strong links with the primary schools in our area</p> <ul style="list-style-type: none"> • Meeting with Year 6 parents and students at transition visits from feeder primary schools. • Year 6 Induction Days. • Tailored transition package for vulnerable Year 6/ Year 11 students. 	<ul style="list-style-type: none"> • Small groups of students have additional transition visits to Tretherras in the summer Term before they leave. • Links with local Further Education providers, who also attend all Annual Reviews of Year 11. 	<ul style="list-style-type: none"> • Close liaison with feeder SENCo, Year 6 teacher, parents and carers regarding transition support. • Newquay Tretherras SENCo request to attend all Year 6 Annual Reviews.

<ul style="list-style-type: none"> • IAG (Information Advice and Guidance) for all students. • Guidance for all students in Year 9 with regards to options. • Year 10 College taster days. • Year10 Work Experience. • Year 11 College transition/assemblies / visits / interviews. • Year 11 College applications completed through Social, Moral Spiritual and Cultural curriculum. • Carrers4U/CSW individual support available for all Year 11 students on request. 	<ul style="list-style-type: none"> • Access for pupil premium and vulnerable students to 'Summer School'. • Tailored IAG for all students on the Record of Need. • Liaison with Truro College and Duchy College and Career South West regarding appropriate vocational courses. 	<ul style="list-style-type: none"> • Individuals joining our school from a different setting will be given a 'buddy' as they settle. • Some students with SEN, who join our school from a different setting, are given the opportunity for a phased transition if it is felt necessary. • Tailored transition package for vulnerable Year 6 / Year 11 students. • Carrers4U/CSW individual support available for all Year 11 students on request • Carrers4U/Careers South West (CSW). involved in transition of students on EHC Plans from Year 9 onwards • College transition visits for Year 11 vulnerable students and those on EHC Plan.
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Autistic Spectrum Team	The Autism Spectrum Team is a service supporting young people and their families with autism	Sarah Foden - Autism Spectrum Advisor Telephone: 01726 223356
CAMHS (Child and Adolescent Mental Health Services)	Support children and young people with mental health issues	01872 221400 childrens.services@nhs.uk
Careers South West	CSW begins to outline to parents/carers and young people the options available to them when they leave school	Our Careers South West Advisor is Colin O'Toole
Carrers4u	Bespoke Career/Transition advice	Sharon Mitchell Jenny Brookes
Cornwall Dyslexia Association	Support the needs of dyslexic children and young people in education and adults in the work place	01872 274 827
Cornwall Transport Team	Arrange home/school transport	0300 1234 100
Dreadnought/Aspires	Socialisation projects for students with ASC	01209 218764
Educational Psychology Service	Assess children who are having learning difficulties and recommend strategies to support their learning.	Through school 01637 874543. However there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm

Hearing Support Service	Support students with hearing difficulties, provide specific 1:1 teaching and provide guidance and advice to staff.	01726 61004
SEN Assessment and Provision Team	Carry out assessment for statements and EHCP, and review and monitor implementation.	01872 322417
Social Care	The Children in Care Service comprises of the following: Foster Care and Short Break Service, Residential Service, Children in Care Development Team	Truro Children's Social care Office: 0300 1234 101 When Social Care offices are closed you can call 01208 251 300 (for emergencies only)
Speech and Language Therapists	Support children and young people with Communication Difficulties. Needs based.	01872 221400 childrens.services@nhs.uk
Visual Support Service	The Vision support service works with young people with a diagnosed visual impairment. They specific 1:1 teaching and provide guidance and advice to staff.	Theresa Maunder, Professional Lead Vision Support - tmaunder@cornwall.gov.uk

For more information about these and other organisations follow this link to Cornwall Family Information Service (FIS) website:

<http://cornwall.childreancesservicesdirectory.org.uk>

Answers to Frequently asked Questions

1 How does your school know if children/young people need extra help?

At Newquay Tretherras young people are identified as having SEN through a variety of ways including:

- Liaison with Primary School/ KS2 assessments forwarded to Tretherras in the summer term of Year 6. This will advise appropriate curriculum provisions and setting arrangements where necessary.
- Further information on SEN is transferred to the SENCo during the induction visits in the spring and summer terms of Year 6.
- Opportunities for parents and carers to make appointments with SENCO prior to induction.
- SENCo attendance at all Annual Review transfer meetings in the year 6 summer term.
- Teacher/Learning Mentor identifies a student performing below age expected levels.
- Concerns raised by Parent.
- Concerns raised by the pastoral team for example behaviour or self-esteem is affecting performance.
- We follow the guidelines as set out in the SEN Code of Practice, which recommends a graduated approach with a system of Assess, Plan, Do and Review.

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

- Talk to us - If you are concerned about your child's progress or any other difficulties they may be experiencing please talk to their Head of Year/Form Tutor or the SENCo – Miss Hayley Coombes.
- We welcome dialogue with parents/carers.
- Appointments can be made at any time to see the SENCo who is happy to listen and discuss where we can help.

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

- All teachers are responsible for the progress of their individual classes.
- Form tutors/Heads of Year support the overall academic progress of their tutees via tutor reports and parents evenings.
- SENCo responsible for the oversight of progress of SEND students.
- Nevertheless parents and carers also have their part to play by making sure they support their child with their learning at school and at home.

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

- KS2 SATS data plus SEN information will be used to guide appropriate placement across the curriculum; including those subjects which are setted.
- Quality First Teaching ensures all work within lessons is pitched at an appropriate level so that all young people are able to access according to their specific needs. This may be by students having different work to do, having a different expected outcome, extra resources or extra adult help in class. The benefit of this type of differentiation is that all young people can access a lesson and learn at their level.
- Depending on need, small group provision may be given to students with regard to developing literacy, numeracy and organisational skills.
- Specific dyslexia support is offered to identified students.
- Specific IAG (Information Advice and Guidance) is given to SEND students at transition points from Y9 to Y11 regarding GCSE options and transition to further education. This may include a vocational pathway at KS4.

5. How will school staff support my child?

- Teachers plan support for each individual where needed and this will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow pupils to work independently.

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

- Communication with form tutor.
- Termly progress reports sent home to parents.
- Full written reports sent home annually.
- Homework is accessible to parents/carers via 'Show My Homework' website and parents/carers informed if homework is incomplete in any subject.
- Specific Parent Evenings are organised at key points.
- Teaching staff will liaise frequently when issues arise with your child's learning via email, letter or phone call.
- Parents able to contact Head of Year, SENCo or class teacher with regard to further updates on their children's learning, or further support requested.
- Annual Review/SEN Review meetings for students with a statement/EHCP and those at SEN Support.

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

Newquay Tretherras adopts a 'whole school approach' which ensures that 'All teachers are teachers of children with Special Educational Needs & Disabilities.' All staff believe that every young person should aspire to achieve and are capable of reaching their goals.

In addition to this we have a Student Support team with vast experience, which includes:

- Dedicated Safeguarding Officer and Deputy Safeguarding Officer.
- SENCo and Learning Support Team.
- Nurture room provision.
- Integrated Health Centre Co-ordinator.
- Medical Officer/School Nurse.
- Education Welfare Officer.
- Careers South West Advisor for KS4 students.
- Students also have access to a highly experienced Pastoral Support team.
- Liaison with external agencies (eg. CAMHS, Educational Psychology as appropriate).
- The Form Tutor/Head of Year has overall responsibility for the pastoral care and progress of every student in their tutor/year, therefore this would be the parents/carers' first point of contact. If further support is required the Form Tutor/Head of Year liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

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

Newquay Tretherras is concerned for the safety of all of its students.

- There is a rigorous approach to safeguarding and a designated Safeguarding Officer/Deputy Safeguarding officer.
- There is a behaviour policy in place with very clear expectations and a reward/sanctions system to support this.
- All legal safeguarding requirements fully in place; including policies and procedures.
- All legal H&S requirements fully in place; including policies and procedures.
- Home/School contact on first day of absence.
- Dedicated Medical Officer.
- Dedicated Educational Welfare Officer.
- We have an Anti-Bullying Policy in place and any incidents of bullying are dealt with seriously.

9. What specialist services and expertise are available at or accessed by your school?

We have access to many external providers that work with us to enhance our existing support team. For our full list of external agency partners please see pages 15-17

10. What SEND training have the staff at school had or are having?

- The SENCo, Hayley Coombes has completed the National Award for SEND co-ordination, via Plymouth University.
- All Staff at Newquay Tretherras participate in annual training, including SEND matters.

11. How will my child be included in activities outside the classroom including school trips?

- As an inclusive school we aim to offer all opportunities to all students who are a part of our school.
- All students 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 school.

12. How accessible is the school environment?

- The school building and grounds are fully accessible to all students, parents and visitors, with disabled access throughout the whole of the building, including ramps, widened automatic doors, disabled access toilets and lift access points.

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

- The school has a very successful KS2-3 transition process including bespoke transition visits in the Summer Term and a Summer School programme.
- There are various support evenings for parents/carers' and students throughout the year to coincide with transition

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

- Student progress meetings are held throughout the year and the progress of all students are discussed at these meetings. The school receives funding to deliver education to all the young people.
- We ensure that all students who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of Learning Mentors who are funded from the SEND budget and deliver programmes designed to meet groups of the students needs.
- The budget is allocated on a needs basis.
- Where additional support is necessary, resources are provided where possible. Additional funding, known as top up funding, can be applied for from the provision and assessment.

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

All students progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed and evaluated regularly. If any additional support is needed you will be kept informed of that additional need and support that your child receives.

16. Who can I contact for further information?

Please contact the school office who can direct you to the SENCO, Head of Year, Form Tutor or class teacher as appropriate.

17. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

We would welcome you to come and discuss any concerns you may have in the first instance.

18. How is your Local Offer reviewed?

Our local offer is a working document which will be updated as changes occur. In addition it will be reviewed annually for the start of a new academic year.