



Mullion School

Our SEND Information for the inclusion of all students including those with Special Educational Needs and Disability (SEND)

At Mullion School we welcome everyone into our community. Mullion School 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 Local Offer is 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 they choose Mullion School for their children.

Our SEND Mission statement:

Within Mullion School, we believe that:

- All children are valued and included regardless of abilities, needs and behaviours.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with special educational needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parent /carers, children, LA and other partners.
- Maintaining children's safety and wellbeing is central to their development.

Person with overall responsibility for all students: Headteacher Mrs Michelle Dunleavy

Person overseeing the needs of students with SEND: Lower School SENCo Ms Rebecca Goodrum and Upper School Senco Mrs Rebecca White

Deputy Headteacher, DSL and Head of Year 7: Mrs Helen Mathias




Assistant Headteacher, Key Stage 4 Director (Years 10-11): Mr Kevin Gilbert

Assistant Headteacher, Head of Years 8 and 9: Mr Steven Loder

SEND Governor: Alison Newman




The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>The views and opinions of all students are valued. Student voice is represented in all aspects of school.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"><input type="checkbox"/> school council.<input type="checkbox"/> prefect system.<input type="checkbox"/> tutor group feedback.<input type="checkbox"/> student participation in focus groups.<input type="checkbox"/> student panel in interview process for new staff.<input type="checkbox"/> Kirkland Rowell Pupil survey.	<p>Students with SEND are encouraged to be involved with all of the feedback groups. These groups can impact on the provision or modification of additional provision.</p> <p>All students on the Record of Need are assigned a member of staff who meet with them termly to offer advice and support with any difficulties they face in the classroom. They also review the provision that is in place to identify what is working well and next steps for improvement.</p>	<p>Individual support is responsive to the views of the student. These are heard in various ways:</p> <ul style="list-style-type: none">• Student's views are an integral part of SEN review meetings and Annual reviews.• Students with SEND are at the centre of the writing of Pupil Passports for Learning and setting of SMART targets, which are then used by staff to support the student in the classroom.• Students are supported by person centred planning and target and




	<p>The student Peer Support groups meet three times per week and are encouraged to raise issues and discuss provision.</p> <p>The Educational Psychologist has a yearly planning meeting to discuss the needs of students who are having difficulties with their learning.</p> <p>In Year 11 selected students are mentored by staff in preparation for exams.</p> <p>The SENKEY group meets regularly throughout the year and discusses issues raised by students and their teachers. This group consists of an SEND representative from each department, the SENCo and the SEND Governor.</p>	<p>outcome setting.</p> <ul style="list-style-type: none"> • All documentation is presented in a format that is accessible to the student. • Students with SEND are encouraged to discuss concerns with their SENCO. • Pastoral and SEND teams are experienced and able to deal with concerns and issues as they arise. • School works closely with external professionals and are able to seek support for students as necessary.
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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> <ul style="list-style-type: none"> • The parents/carers of all students are invited to attend parent/carer evenings. • Students' progress is monitored regularly and shared with parents/carers. • The school planner encourages written dialogue between families/parents and school. • Parent/carers are aware of who to contact if they have any concerns: <ul style="list-style-type: none"> □ Tutor/Class teacher □ Pastoral teams □ SENCo □ Headteacher • The school website and social media platforms enables parent/carers to find out key information. • A text messaging service is used to inform families of key events. • Families can request to receive information by email. 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular events. • Families are invited to attend information sessions - offered face-to-face or online as appropriate. • Parents are encouraged to contact school about any concerns they have. • Dyslexia and Autism Coffee mornings/ Parent Cafe are held each term. These are advertised via Social Media but also targeted invitations are sent out. • Pupil passports are shared and updated with parents termly. 	<ul style="list-style-type: none"> • Parent/carers are actively involved in, all SEND Review meetings and Annual reviews: <ul style="list-style-type: none"> □ Parent/carer's views are an integral part of review meetings and Annual reviews. □ All documentation is presented in a format that is accessible to parents. Advocacy is available to ensure the Parental/carer views are taken into consideration and are pivotal in the plans to support their child. • The SENCo is available to discuss issues concerning students with SEND via appointments. • Home/school communication is provided to students as necessary.




<ul style="list-style-type: none"> ClassCharts is used to inform parents about the completion of homework and merits awarded. 		
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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. The curriculum is broad and balanced. KS2 National Test Data from Primary School and Reading Assessments are used as baseline data to measure progress. Progress across the curriculum areas is closely monitored. At the end of Key stage 4 GCSE results are used to monitor progress and compare to national data. Setting occurs in some subjects as felt appropriate by departments. 	<ul style="list-style-type: none"> In Yrs 8 and 9 one MFL lesson/week can be replaced by extra literacy to boost these skills and benefit all areas of the curriculum. After school revision sessions in different subject areas are provided as appropriate. Intervention packages are bespoke and needs led, with the aim of improving the key skills required to fully access the curriculum. The progress of the students are reviewed regularly and the intervention continued, modified or ceased as deemed appropriate. The intervention work includes: <ul style="list-style-type: none"> Extra English sessions (RWInc). Lexia 	<ul style="list-style-type: none"> Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. Students with SEND can access the curriculum with adult support as appropriate. In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved. ASDAN is offered to support some students with preparing for adulthood

	<ul style="list-style-type: none"> □ Maths catch up □ Precision teaching sessions □ Additional HLTA support in English/Maths at KS4 □ Projectability □ Dyslexia sessions during school. □ Draw and Talk □ Lego Therapy □ TIS □ Forest School 	
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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 curriculum is designed to ensure the inclusion of all students. All students, regardless of their abilities and/ or additional needs, have full access to the curriculum. The curriculum is broad and balanced and includes vocational options. The 'Mullion Way' ensures that excellent teaching is underpinned by a clear view of pedagogy which promotes expert teaching. Through our lessons 	<ul style="list-style-type: none"> Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> □ Chrome books □ Reading pens □ iPads This is supported with the school wide wi-fi access and the policy to allow students to bring their own electronic device into school to support their learning. 	<ul style="list-style-type: none"> Personalised and scaffolded work, with regard to pace, style and content is provided, enabling independent learning, wherever possible. Scaffolded support is used thoughtfully and faded to encourage independence. One-to-one support is in place for students who need more intensive support.




<p>we build pupil understanding and work to ensure that knowledge is committed to the long-term memory.</p> <ul style="list-style-type: none"> • Do now – students engaged in the learning process for every minute of the lesson. From the ‘do now’, through knowledge acquisition, checking for understanding, deliberate practice, assessment and independent application – students are ‘on it’. Every minute counts, so students start on time and are embedding learning from the very start of the lesson. • Everyone involved – students are all expected to participate at every stage of the lesson with no passengers and no opt out. Cold calling is the norm, with students offering developed and thoughtful responses to planned and considered questions. • Reactivate previous learning: Students understand what they are doing and why as well as where it fits in the larger scheme of learning. They understand the focus of the lesson and what they will get out of it. The intent, key ideas and questions and any curriculum links are clear to all students 	<ul style="list-style-type: none"> • Special examination arrangements are put in place for internal and external tests and examinations (alternative rooming, supervised rest breaks, readers, scribes etc) for those who satisfy the JCQ regulations. • Cognition and Learning and Communication and Interaction Champions are available to give support and advice to staff and students as required. • Homework support is available at lunchtime in Harbour for KS3 and KS4 students. • The Educational Psychologist provides advice on how best to support students who find learning difficult. 	<ul style="list-style-type: none"> • Specialist advice and support is available from various external groups including Educational Psychologists, Visual Impairment Advisor, Physical Disabilities Advisor, Autism Spectrum Disorder Advisor, Dyslexia specialists, Teacher of the Deaf, Psychiatrists, Physiotherapists and Occupational Therapists.
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<ul style="list-style-type: none"> • Texts at the core – all subjects have reading and carefully planned texts at their core. Strategies are used by teachers as appropriate for their subject area to make these accessible and to offer deliberate practice of reading skills. • Check for understanding – opportunities to evaluate the learning of students are planned and considered, from questioning strategies and low stakes testing, to whole class feedback and summative assessments. These shape the learning journey. • High challenge, scaffolds and fades – expectations of all students are sky high, models of excellence are integral to planning, shared throughout and students are aware of their successes on the journey towards these. • Pride and self-awareness – students know what they are doing, how they are doing and why they are doing it, using retrieval practice to remember it. They take pride in their academic progress and their acquisition of cultural capital. • Clear presentation and modelling of new information – ‘me, we, you’ New knowledge, skills and understanding are 		
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<p>shared, with appropriate reading, questioning and discussion to ensure accurate understanding from all students with misconceptions addressed in a timely and considered manner.</p> <ul style="list-style-type: none"> • Support students to embed key ideas into more expert schema and consequently long term memory. Main ideas and questions reviewed and revisited, with work refined, shared and consolidated. Students reflect upon key questions and students' progress is checked regularly. • ADAPTIVE teaching methods are used to ensure learning is inclusive for all. • Students are given feedback on how to improve their work. This can be verbal as well as the written comments when books are marked. Dedicated improvement Time (DIT) is provided to act on this. • Students are provided with targets and are made aware of their current level of achievement. • Reading is a priority for all staff: key vocabulary and key terms are discussed in lessons. 		
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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
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<ul style="list-style-type: none"> Students are able to bring their own electronic device into school and use, if appropriate and agreed by the teacher in lessons. Teachers plan for and encourage independent learning in lessons. Computer rooms, homework clubs and the library are all bases where students can work independently on tasks in their own time. Coaching and mentoring skills have been enhanced by training both staff and some students over the last two years. 	<ul style="list-style-type: none"> There are chromebooks available in department areas, which are used to support some students, who have difficulties writing longer pieces of work. Teachers and TAs in the classroom support students, whilst encouraging independence where possible. Students have personalised equipment to help them to learn, such as reading pens and electronic devices. Students are actively encouraged to use Homework club to seek support with homework tasks. 	<ul style="list-style-type: none"> Where TAs support individual students in the classroom, they encourage independent working through all their interactions. TAs use resources, questioning, prompts and various strategies to develop the skills needed for independent working. Close liaison with the Visual Impairment Team, Physiotherapy and Occupational therapy teams ensure the student is provided with the treatment and/or resources needed to promote independence.




6. 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"> The RSHE curriculum is delivered to all students. 		<ul style="list-style-type: none"> TACs, Early Support meetings and

<ul style="list-style-type: none"> • Tutors play a key role in supporting students with pastoral issues and they are supported by the KS3 and KS4 Directors. • Pastoral Teams • All staff have received training on the Trauma Informed Schools (TIS) programme and there is now a Health and Well-being Director and a TIS Practitioner in school. Their remit is to support both staff and students. Several other members of staff have also completed their TIS Practitioner training. • Themed assemblies are used to promote important issues. • Several members of staff have completed training to be Bereavement Champions within school. • Student prefects perform lunch and break time duties and are available to offer advice and support to fellow students. • Year 10 students have become trained mentors and offer regular check-ins with younger students. • Students have access to the school nurse. Sessions are private and confidential. 	<ul style="list-style-type: none"> • The Harbour (SEND base) and the library are all available for vulnerable students to take 'time out' and find support at break and lunch times. • • Sporting events, such as Project Ability are used to increase students' health and wellbeing. • Sessions in school with a counsellor and/or a youth worker can be arranged as required. • The TIS (Trauma in schools) Practitioner works with students and liaises with staff and parents as appropriate. Students who have previously had support from our TIS practitioner can request follow up sessions. Several other members of staff have also completed their TIS Practitioner training. 	<p>reviews are supported by a range of agencies.</p> <ul style="list-style-type: none"> • Additional support for students can be requested from: <ul style="list-style-type: none"> □ CAMHS □ Social Care □ YPC □ SCIP Worker □ Dreadnought □ Aspires □ Penhaligon's Friends □ White Gold □ Remembering Our Roots • Individualised support is provided for students as the needs arise. • Students with specific medical conditions are added to the Medical Needs Register have individual health care plans (IHP). • TA staff can conduct physiotherapy sessions and help with feeding when needed. • External professionals such as Physiotherapists and Occupational therapists meet with students in school as required.
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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"> • Students have opportunities for social interaction, regardless of need. • Students belong to a tutor group and participate in group activities. • Students are encouraged to participate in Inter- House competitions. • Students are encouraged to become members of the student council. • Students are invited to complete the Duke of Edinburgh Award Scheme and/or can become sports leaders. • Students are invited on trips, visits and other experiences. • Students are encouraged to take part in after school clubs, events and competitions to enhance their social interactions. 	<ul style="list-style-type: none"> • The Harbour is staffed and made available for vulnerable children and they are encouraged to interact with others. • Students coming to the Harbour during lunch times are encouraged to eat lunch together and discuss topics. After lunch, they are encouraged to play board games to develop the skills needed for successful social interactions. • The environment in the Harbour is positive and supportive. • Sporting events such as Project Ability provide opportunities for social interactions. 	<ul style="list-style-type: none"> • TAs working with individual students support the development of their social skills and ensure that the social interactions are positive. • Support from outside agencies such as the ASD team offer specialist support to develop social interactions. • TAs use social stories for those students with complex social difficulties. • TAs help students to understand both their own feelings and those of others.

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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. • All classrooms are wheelchair accessible. • Students feel safe and in an environment where bullying is minimal and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Lead' and 'Child in Care' teacher (Mrs Helen Mathias). • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning 	<ul style="list-style-type: none"> • The Harbour and the library are bases for vulnerable students and provide quieter and supervised areas for those who struggle during unstructured times. The Harbour also provides an opportunity to eat lunch away from the canteen and store items in a secure place. • Resources are made available to students to enable them to access learning in the classroom. For example, enlarged font resources and easy grip rulers. • There are some staff who have received the 'Team Teach' training for defusing challenging behaviour positively. 	<ul style="list-style-type: none"> • Specialist equipment in lessons enables disabled students to be independent. • Where possible, doors have been widened and have electronic sensors to enable wheelchair access. These are activated by students giving them independence. • Many classrooms have height adjustable tables. • TA support is targeted to ensure that all students with a EHC Plan can fully access the curriculum and take part in practical activities. • A physiotherapy treatment table and ceiling hoist is available as needed.

<p>environment through the use of ClassCharts.</p> <ul style="list-style-type: none"> • The rewards and sanctions system is robust and reflects the school rules. • Praise assemblies each term celebrate the achievements of students. • Trained First Aiders available as required. 		<ul style="list-style-type: none"> • The Pastoral Teams have areas which can be used for students with emotional or behavioural issues. These areas are manned by experienced staff.
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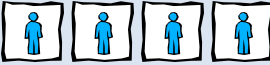

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • There are strong links with feeder primary schools. Transition events and visits to feeder primaries are well planned. • An Open evening is held in the Autumn term for parents and their children. Further appointments can be made to view the school, where possible. • Transition days for students in Year 6 are held in the Summer term. An opportunity to meet with the form tutors is held in the Summer term. • In the spring term of Year 9, students choose their options for KS4 subjects. This is done with the support of teachers and parents. Each student discusses these choices with an Assistant Head. • Year 11 students are supported with the sixth form/FE application and interview process through their PSHE curriculum. • Students are encouraged to attend transition events at local colleges. • Students are encouraged to attend Careers fairs. 	<ul style="list-style-type: none"> • Pastoral leads identify students who may need extra support at transition from KS2 to KS3. • Tutors are informed of students that may require extra support during transitions. • Careers Advisors work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students interests, abilities and needs. • A 'Pupil Passport' is put in place (this document outlines needs and strategies for support for all staff) and shared so that teaching staff and TAs can access the information on ClassCharts . • Tours and visits to the school are arranged as required. 	<ul style="list-style-type: none"> • The SENCo may be invited to attend annual statement reviews of Year 5/6 students. • The SENCo may visit the Primary Schools of students with SEND. • TAs work closely with students with SEND during transition events. • Transition booklets are made available to those students needing them. • Timetables are sent home during the summer term to those students who struggle with change. • Additional transition sessions are held for those that need it. • Post 16 providers are invited to attend transition reviews. • Students with SEND may have extra visits to college in Year 11.
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10. The SEND qualifications of, and SEND training attended by, our staff

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
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<ul style="list-style-type: none"> • SENCo qualifications comply with national standards as outlined in Code of Practice (2015). • SENCo attends regular training, local networks and update meetings. • All staff INSET has a focus on improving teaching and learning with appropriate input on meeting the individual needs of learners. 	<ul style="list-style-type: none"> • Staff with specialist roles (e.g. Cognition and Learning Champion, Communication and Interaction Champion) are suitably qualified and have on-going specialist support. • Support staff receive additional training as appropriate to support their role e.g. Read Write Inc, dyslexia screening, supporting learners with a hearing impairment. • External specialist teachers offer training opportunities for staff eg Teacher of the Deaf offer Deaf Awareness Training, Visual Impairment Team offer sessions on how to create resources for learners. 	<ul style="list-style-type: none"> • Staff with specialist roles (e.g. Cognition and Learning Champion, Communication and Interaction Champion) are suitably qualified and have on-going specialist support • Some staff have received the 'Team Teach' training for defusing challenging behaviour positively.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Autism Spectrum Team	Support students with ASD	Tel: 01872 323210 Email: admin.staustell3@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/

Child and Adolescent Mental Health Services (CAMHS)	Support students with mental health issues.	Tel: 01209 204000 Email: earlyhelphub@cornwall.gov.uk Website: www.cornwall.gov.uk/earlyhelp
Cognition and learning service	Support students with specific and moderate learning difficulties	Tel: 01726 61004 Email: cognitionandlearning@cornwall.gov.uk Website: https://www.cornwall.gov.uk/cognitionandlearning
Communication Support Team	Support students with communication difficulties.	Tel: 01872 323412 Email: send@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/communication-support-salt/
Dreadnought Aspires	Socialisation project for students with ASD	Tel: 01209 218764 Email: team@thedreadnought.co.uk Website: https://www.thedreadnought.co.uk/
Early Help Hub	Identifies the most appropriate help for a child or young person aged from pre-birth up to 18. This is extended to 25 where a young person has special educational needs or a disability.	Tel: 01872 322277 Email: earlyhelphub@cornwall.gov.uk Website: www.cornwall.gov.uk/earlyhelp
Educational Psychology Service	Support students who are having difficulty with their learning.	Tel: 01736 336810 Email: educationalpsychology@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/
Hearing Support	Support students with hearing difficulties.	Tel: 01726 61004 Email: sensorysupportservice@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/s

		pecial-educational-needs/council-support-services/hearing-support/
Occupational Therapy Team	Support students with mobility and physical difficulties.	Children's Community Therapy Service RCHT 01872 254531
Physical and Medical Needs Advisory Service	Support students with physical and medical needs.	Tel: 01872 323400 Email: physicalandmedicalneeds@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/physical-disability-or-medical-needs/
Physiotherapy Team	Support students requiring regular physiotherapy.	Children's Community Therapy Service RCHT 01872 254531
Statutory Special Educational Needs Service	Carry out assessments for EHC plans and monitor their implementation.	Tel: 01872 324416 Email: statutorysen@cornwall.gov.uk . Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/statutory-special-educational-needs-service/
Vision Support Team	Support students with visual difficulties.	Tel: 01726 61004 Email: sensorysupportservice@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/

Frequently asked Questions

1 How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

Answer *All class teachers regularly monitor the progress of the students in their classes. In addition, once every term progress reviews are undertaken and the data is scrutinised by the KS3/4 Directors. Concerns regarding progress are highlighted and the class teacher will put into place resources or strategies to support the student in the classroom. Details are also passed on to the SENCo either directly or through the SEN department representatives who form the SENKEY group.*

If you are concerned that your child has SEN, please contact the SENCos Rebecca Goodrum or Rebecca White.

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

Answer *Class teachers are responsible for the progress of each student in their class. However, collectively the school works in partnership with the student, parents/carers as well as all staff to ensure that students are able to make as much progress as possible and be successful in all areas of their schooling.*

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

Answer *A broad, balanced curriculum is offered at Mullion School. At the end of year 9, students will choose the subjects they would like to study in Key Stage 4. Discussions will be held to ensure the option choices reflect their interests and are suitable for their needs.*

4. How will school staff support my child?

Answer *Teachers and support staff work closely together to ensure students are provided with the support they need to allow them to be fully included with all that goes on in school and make the progress they are capable of.*

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

Answer *You will be invited to attend the Parent's evening for your child and will also receive a copy of their school report. These will provide opportunities for you to discuss how your child is doing and what you can do to support their learning. Class teachers will also make contact with you if there are concerns and likewise if you have any concerns are happy for you to contact them.*

In addition to this, Students with an Education Health and Care Plan will have a yearly review to discuss their progress towards the objectives/outcomes outlined in the statement.

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

Answer *All staff work together to support the wellbeing of all students. Your child's tutor works closely with them and will help them deal with issues as they arise. Concerns are passed on to the Key Stage 3 or Key Stage 4 Directors and dealt with as appropriate.*

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

Answer *All staff working in School have had DBS checks, a record of which is held on a register at school. Staff receive training to ensure they are aware of how to keep children safe at school and any concerns are passed onto the appropriate member of staff.*

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

Answer *The school has its own Counselling service. It also works closely with a wide range of external groups including face-to-face providers and online counselling services.*

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

Answer *There have been specific training sessions in aspects of SEN over the last few years. The TA team also attend training sessions focusing on how to help students with SEND make effective progress.*

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

Answer *All students are encouraged to take part in activities outside the classroom including school trips. Whenever possible, arrangements will be made to ensure that each student that wants to be included may do so.*

11. How accessible is the school environment?

Answer *The school is largely on one level, with only a few areas with steps and there are alternative routes to avoid these. Where possible, doors have been widened and have electronic openers to allow easy wheelchair access. In many rooms there are variable height tables. An accessibility audit has been undertaken and is published on the school website in the SEN section.*

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

Answer

Key Stage 2 to 3. *The Head of Year 7, Mrs Helen Mathias, visits year 6 children in the local schools within our catchment area. The SENCos, Ms Rebecca Goodrum and Mrs Rebecca White may also visit schools with Year 6 students with EHCPs and are happy to meet with the parents/carers of these children. All children are invited to attend two transition days at school in the Summer term and can apply to attend the Summer school run in August. If further transition is necessary for students with SEND, please contact the SENCo.*

Key Stage 3 to 4. *Students are given support and advice to choose suitable options for KS4.*

Key Stage 4 to 5. *The RSHE curriculum is used to deliver a module on careers to help students think about career and college choices. Teachers and Careers staff, including the Careers Advisors, work closely with the student and their family to support them making choices for the next stage of their education. The students are also invited to attend transition events run by the Colleges.*

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

Answer *The school receives funding to deliver education to all of its students. Where extra support is necessary, these needs are highlighted and the appropriate resources are made available wherever possible. Students with complex needs may get additional funding to ensure they receive the necessary support so they can fully access what is available at school. This is known as top-up funding.*

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

Answer *The progress of all students in the school is closely monitored and if there are concerns these are highlighted. The best course of action is then discussed and the appropriate support is put into place and then evaluated.*

15. How will the school ensure that my child has the right support in place for their GCSE Examinations?

Answer *Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access their GCSE, BTEC and Vocational qualification assessments without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working; schools must comply with strict regulations to ensure that this process is fair. During Years 7-9 staff collect evidence of a student's normal way of working. Then at the end of Year 9, at the earliest, based on this history of need, we collect further evidence using psychometric assessments before making the application for arrangements that require prior JCQ awarding body approval. We will contact parents prior to testing. Parents can contact the Senco or Mrs Juliet Mitchell, the Access Arrangements Assessor, if they feel their child may require Access Arrangements for their examinations.*

16. Who can I contact for further information?

Answer *Please contact the School Office if you would like further information and they will be able to forward you to the appropriate member of staff depending on the nature of the request.*

17. How is your local offer reviewed?

Answer *The local offer is termed a working document so will be updated as changes and/or additions occur. It will also be reviewed by staff and governors on a yearly basis.*

If you have any concerns or questions relating to this Local Offer, please contact the SENCos, Ms Rebecca Goodrum or Mrs Rebecca White. If the issue is still not resolved, please contact the Head of School, Mr Wayne Randle.