



Cape Cornwall School

Our School Offer and SEN Information Report

Date: 1 November 2018

The school's approach to students with SEND is one that is inherently inclusive. Students with a wide range of needs are welcome in the classroom (often with support that nurtures independence) and a range of strategies, i.e. visual learning and task boards, ensure that they have full access to the curriculum.

The Special Educational Needs Co-Ordinator and SEND team at Cape Cornwall School aim to deliver a whole school approach to managing the education of students with Special Educational Needs and assist in the provision of a broad, balanced and differentiated curriculum ensuring that all students achieve success commensurate with their ability.

Other relevant documents include: SEN Policy, Children In Care Policy, Behaviour Policy, Attendance Policy, Safeguarding Policy, Disability Policy.

The SEND team works with others to support students with SEND, promoting and sharing experiences and information to develop the best possible practice. Provision is made to:

- Encourage and support all staff to improve their professional expertise regarding SEND;
- Establish and maintain links with feeder schools, other secondary schools, special schools, voluntary organisations and outside agencies that support students with SEND.
- Work effectively in partnership with parents in meeting their children's SEND, appreciating their knowledge, views and experiences.
- Deploy staff and resources to support students and teachers and respond positively and sensitively to students with SEND, creating a happy, stimulating and caring environment in which students can thrive.

The school accesses additional services and interventions when necessary to work with students therapeutically alongside the SEND team, academic interventions and social emotional interventions. The school has a Student Support Base, Golowji.

The school continuously strives to ensure total access to our setting's environment, curriculum and information, and full participation in the school community, for all students, regardless of need, gender (including transgender), ethnicity, sexual orientation, race, religion and beliefs.

Cape Cornwall School is host to the Penwith Area Resource Base (Kites) which provided bespoke provision for students with complex and significant needs from aged 11-16.

Cape Cornwall School has an excellent reputation for the nurturing and care of all students and has a high percentage of students who have Education, Health and Care Plans (ECHPs) or statements of special educational needs.

Name of the Special Educational Needs/Disabilities Co-Ordinator:

Mrs Carly Brooker

Contact details: brookerc@cape.cornwall.sch.uk

01736 788501

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.
<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"> - School Council meetings - Focus groups - Questionnaires. 	<ul style="list-style-type: none"> • Students with SEND are included in all consultation groups. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Students' views are an integral part of TAC meetings and SEN reviews. • Students are supported in planning and target and outcome setting. • Outside agency support from Autism Spectrum Team, Educational Psychologists, Occupational Therapy Team. • All documentation is presented in a format that is accessible to the student.

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 intervention evenings. • Students' reports are sent home once each term. • Parents/carers know exactly who to contact if they have any concerns. • Open Day and Evening. • The website enables parents/carers to understand more about what their young person is learning. 	<ul style="list-style-type: none"> • 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 e.g. scribing. • Sites, such as 'Show My Homework' are available so that there is far less confusion at home for young people with SEN. • Parents are able to contact school re: concerns at any time, and an appropriate person will contact them. 	<ul style="list-style-type: none"> • Parents/carers are supported in attending and are actively involved in, all TAC meetings and annual reviews. • Parents/carers' views are an integral part of TAC meetings and SEN reviews. • All documentation is presented in a format that is accessible to individual parents. • Parents are encouraged to engage in one-to-one reading and vocabulary programmes

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"> • Broad and balanced curriculum including opportunities for all students in Years 7 and 8 to experience Art, Design and Technology, Music, Food Technology, PE, French, Humanities and ICT. <p>Options process begins in Year 8.</p> <ul style="list-style-type: none"> • Assessments (including dyslexia testing) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • Small group intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is reviewed on a regular basis. • The intervention programmes are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - literacy – reading, comprehension, spelling, writing - handwriting - numeracy - speech and language - keyboard skills - study skills - social skills - life skills 	<ul style="list-style-type: none"> • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • 1:1 literacy and numeracy support. • Tutor time English and Maths support.

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 teaching and learning priorities, driven by the School Improvement Plan (SIP) are: <ul style="list-style-type: none"> - Promoting greater progress and attainment for lower attaining students (especially boys) so that it is above national averages compared with students with similar starting points. - Ensuring that all students are highly effective learners, demonstrating high levels of resilience through Growth Mindsets and metacognition. • 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 and regular progress checks. • Learning Objectives are displayed, discussed and revisited during the lesson and reflected on. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. • Teaching Assistants/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, the Teaching Assistant 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 - Dictaphones - Voice recognition software 'Naturally Speaking'. • Special examination arrangements are put in place for internal and external tests and examinations 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for specific high needs students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia. • Outreach from special school requested for advice on teaching and learning.

<ul style="list-style-type: none"> • Differentiated Learning Outcomes are displayed. • Students' work is regularly marked, in line with the school Marking Policy) and their target grades should be on the inside of every book. • Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed. 	<p>(readers, scribes, additional time, rest breaks).</p> <ul style="list-style-type: none"> • Homework support is available. • Dyslexia Champion and Autism Champion – To mentor target students and support staff with Teaching and Learning strategies. 	
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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"> • Growth Mindset Programme. • Students use the 4 Bs prompt in lessons - book, brain, buddy, before asking the 'boss!' • Technology is available to aid independence e.g. 'Naturally Speaking' voice recognition is available on all school computers. • A box/shelf/drawer of resources is available in all classrooms containing overlays, highlighters, dictionaries, etc. which promote independence. 	<ul style="list-style-type: none"> • Careers Southwest work 1:1 with students with EHCP. • Careers Fair and college transition days. • Pegasus Programme. • Project Ability. • Duke of Edinburgh Award. • Access arrangement assessments. 	<ul style="list-style-type: none"> • Project Ability. • 1:1 Careers Southwest support. • Personalised task boards and timetables are in place to support independence.

<ul style="list-style-type: none"> • Careers advice and guidance for all students in Years 10 and 11. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • Students have personalised equipment to help them to learn, such as overlays. 	
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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"> • PSHE lessons available for all students. • Whole school/Year group assemblies. • Peer mentors/buddies to support fellow students. • PSHE available for all learners in all Year groups. • Students have access to the school nurse. Sessions are private and confidential. • Trauma Informal Schools trained practitioners. 	<ul style="list-style-type: none"> • A base, 'Golowji', is available for vulnerable students to take 'time out' and find support at breaktimes. • Time out cards and 'safe' areas within school building. • Ability football and multi-skills events to aid resilience and emotional wellbeing. 	<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 other agencies such as: <ul style="list-style-type: none"> -CAMHS -Social Care -Penhaligons Friends • Students with specific medical conditions have individual Health Care Plans. • Bespoke timetables and intervention plans.

7. Social Interaction opportunities

Whole school approaches. The universal offer to all children and YP.	Additional, targeted support and provision.	Specialist, individualised support and provision.
<ul style="list-style-type: none"> • All students belong to a tutor group. • Broad and balanced inclusive curriculum. • School extracurricular activity programme. 	<ul style="list-style-type: none"> • Learning Support Assistants to ensure students are supported and can access all areas of school life. • Autism Champion ensures social interaction opportunities for students with autism. 	<ul style="list-style-type: none"> • Project Ability. • MENCAP Round the World Challenge.

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

Whole school approaches. The universal offer to all children and YP.	Additional, targeted support and provision.	Specialist, individualised support and provision.
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. • All faculties have wheelchair accessible classes. • Diabetic and SEMH first aid trained staff. 	<ul style="list-style-type: none"> • A base, Golowji, for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times. • The opportunity to eat lunch away from the Canteen. 	<ul style="list-style-type: none"> • Use of the sensory room when needed. • Named adults who are 'Teamteach' trained.

<ul style="list-style-type: none"> Named Child Protection Officer, Designated Safeguarding Officer (and Deputies) and a named Child in Care Officer. Staff names displayed throughout the school. 	<ul style="list-style-type: none"> Dyslexia-friendly strategies in all lessons and autism-friendly strategies employed in all departments. 	
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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"> Year 5 and 6 transition programme. Year 10 College Taster days. Parents evenings and intervention evenings. Year 11 college and university seminars and assemblies. 	<ul style="list-style-type: none"> SEN Year 6 transition programme. 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. Students identified as possibly struggling with transition have additional visits in small groups. A key-worker is in place. A transition passport is put together. Careers South West work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the student's interests abilities and needs. 	<ul style="list-style-type: none"> 1:1 Careers Southwest advice and guidance. SENDCO and Head of Lower School visits to primary schools. SENDCO attends Year 6 annual review meetings. Educational psychologists involved in the planning and delivery of transition programme.

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

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community.	To enable targeted support and provision.	To enable specialist, individualised support and provision.
<ul style="list-style-type: none"> • Continued professional development through training to all teachers and Teaching Assistants. • Dyslexia-friendly strategies. • Autism-friendly strategies • Trauma Informal Schools Awareness training. 	<ul style="list-style-type: none"> • Exam invigilators' training. 	<ul style="list-style-type: none"> • Autism Champion has regular training from the Cornwall Autism Team. The SENDCO is accredited with the Masters Level National SENDCO Award.

11. Services and organisations that we work with:

Service/Organisation	What they do in brief	Contact details
Autism Spectrum Team.	The Autism Spectrum Team in Cornwall play a significant role in promoting the inclusion of young people with Autism and working to meet the needs of the young people and their families. Professionals within the Autism team promote interventions that are evidence based.	Autism Spectrum Team 01872 323210 send@cornwall.gov.uk Mrs Diane Grant Autism Champion, Cape Cornwall School. grantd@cape.cornwall.sch.uk
Educational Psychologist. Cornwall Council Educational Psychologist Team.	Offer the following support: <ul style="list-style-type: none"> • Consultations with parents and staff; • Assessments for individual students; • Advice on strategies to support young people; • Attendance at multi agency meetings and reviews; • Contribute to statutory assessments and Education and Health Care Plans; • Training for school staff, parents and young people; • Individual, family and group therapeutic interventions; • Coaching/supervision for teachers and other staff. 	A free telephone advice line (01872 324242) send@cornwall.gov.uk Wednesday afternoons 2.00pm-5.00pm during term time.
Occupational Therapists.	Occupational therapy (OT) supports young people by assessing functional and sensory needs and works with them and their family to enable the student to become as independent as possible. This includes activities to increase the range of	Telephone: 0300 1234 101 children@cornwall.gov.uk

	movement, co-ordination and sensory awareness. Specialist equipment may be provided if needed.	
Physiotherapists	Physiotherapists will assess a student's movement abilities and plan a treatment programme suited to their needs.	
Speech and language therapists	Speech and language therapists specialise in the diagnosis, evidence-based treatment and management of communication. They work directly with the students, carers, families and other health care professionals.	SaLT Bolitho House Laregan Hill Penzance TR18 4NY 01208 834488 earlyhelphub@cornwall.gov.uk
Child and Adolescent Mental Health Service (CAMHS)	This service helps young people deal with emotional, behavioural or mental health issues. These include: <ul style="list-style-type: none"> • Emotional problems e.g. anxiety, depression, anger, mood swings and low self- esteem; • Problems with behaviour e.g. violence, self-harm, over-sexualisation and obsession; • Relationship problems, within the family, in school, community or difficulties associated with attachment and loss; • Problems with development or disability; • Emotional problems linked to physical health. 	CAMHS Bolitho House Laregan Hill Penzance TR18 4NY 01872 322277

	There are a wide range of staff including social workers, doctors, nurses, psychologists, mental health workers and other therapists.	
Gweres Kernow	Gweres Kernow is a small team of specialist social workers and consultant clinical psychologists who work in partnership with other services to safeguard children who have displayed harmful sexual behaviours and those at risk of sexual abuse. They address the health and wellbeing of those children and young people who display harmful sexual behaviours with the aim of reducing offending and re-offending.	01872 326791
Jigsaw	<p>It is a therapeutic service that aims to support children and young people who have experienced sexual abuse, physical abuse or domestic violence. This is achieved through:</p> <ul style="list-style-type: none"> • Listening; • Supporting students through difficulties; • Offering confidentiality (unless further abuse is reported); • Helping the students to learn how to keep safe in the future. 	<p>Children and young people: FREEPHONE 0800 028 8228 if they wish to speak to someone about a concern.</p> <p>8.45am to 5.15pm Monday to Thursday and 8.45am to 4.45pm Friday.</p> <p>If an emergency arises at other times (including weekends and Bank Holidays), telephone our Out-of-Hours Service for advice on 01208 251300.</p> <p>To contact any of the offices by telephone please call: 0300 1234 101.</p>
Multi-Agency Referral Unit (MARU) Multi-Agency Advice Team (MAAT)	The Multi-Agency Advice Team (MAAT) is a multidisciplinary team within the MARU. The MAAT provides advice and consultation in cases where the LSCB threshold for statutory social work intervention is not met. The MAAT gathers more information and considers	0300 1231 116

	<p>those cases that are on the cusp of the threshold criteria for social work. The MAAT advises on how best to meet the needs of children and families, including through the Common Assessment Framework (CAF) or Early Help Assessment and a Team Around the Child (TAC) or Team Around the Family (TAF). The MAAT supports the LSCB strategy to prevent escalation of needs by providing the right help at the right time by the right service.</p>	
Social Care	<p>Local Authority Social Services support families and safeguard children who may be at risk of harm, whether from family members or others. Levels of support can vary within each Local Authority but they provide support to families who are in need of additional help and support which is unavailable from schools, GPs, other health services, or community-based services.</p>	<p>Cornwall Council St Clare Street Penzance TR18 3QW</p>
Behaviour Support Service	<p>The Behaviour Support Team work to support schools to bring about positive change in the behaviour of children and young people experiencing difficulties with their behaviour, emotional and social development. The aim is to improve behaviour and reduce the risk of exclusion from school.</p>	<p>Bolitho House Lariggan Road Penzance TR18 4TA</p>
Helen Richards Independent Careers Advisor	<p>Mrs Richards is employed by Cape Cornwall School to deliver impartial Careers Education Information Advice and Guidance (CEIAG) to all students from Year 7-11. Mrs Richards also works with parents.</p>	<p>richardsh@cape.cornwall.sch.uk 07880 361681</p>

Careers South West	Careers South West Ltd is the leading provider of Information, Advice and Guidance (IAG) services in Cornwall.	0800 97 55 111
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12. Pupil progress is assessed using:

- Termly report data analysis.
- GCSE results data.
- Feedback from parent and student focus groups.
- Attendance and Behaviour data.
- Annual Review meetings.

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

- Termly report data analysis.
- GCSE results data.
- Feedback from parent and student focus groups.
- Attendance and behaviour data.
- Annual Review meetings.
- Staff training audits.

14. If you wish to complain:

Any complaints about the provision for SEND at Cape Cornwall School are taken seriously. Please contact:

Mrs C Brooker, SENDCO

Email: brookerc@cape.cornwall.sch.uk

Telephone: 01736 788501.

Miss S Jackson, Deputy SENDCO

Email: jacksons@cape.cornwall.sch.uk

Telephone: 01736 788501.

Mrs S Crawley, Head of School

Email: crawleys@cape.cornwall.sch.uk

Telephone: PA to Leadership Team, Miss O Keith: 01736 788501.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:
<http://cornwall.childreaninformation.org.uk>

Answers to Frequently asked Questions

- 1) How does Cape Cornwall School know if my child has an additional learning need? What should I do if I think my child has an additional learning need?

At Cape Cornwall School, children are identified as having SEND in the following ways:

- Liaison with the primary schools or other previous schools.
- An investigated concern raised by a teacher or Learning Support Assistant.
- An investigated concern raised by a parent.
- Liaison with external agencies (medical, Learning Support Service, Speech and Language service, Paediatrician etc.)

- 2) How can I raise a concern with the school if I need to?

Talk to us. Your child's form tutor, Head of Upper or Lower School, class teachers and our SENDCo are all contactable by school email and we have regular parents' evenings where you can meet and talk face to face. Any member of staff can refer to our SEND department.

- 3) If my child has an additional learning need, who will oversee their provision, work with them and how often?

Our SENDCO oversees the provision and progress of our SEND children alongside our Directors of Learning.

The class teacher will plan and deliver classwork to all children including those with SEND. The class teacher will oversee their progress within their class.

There may be a teaching assistant working in your child's lessons and the regularity of this additional support varies depending on the needs of the children in the lessons.

- 4) Who will explain my child's provision and progress to me?

Class teachers are available at parents' evenings to discuss progress and achievement. We provide a termly written report on progress to parents.

Meetings are available with the SENDCO (through email or phone request) at any stage during the academic year. The SENDCO is also available at IEP Reviews and parents' evenings.

All children on the SEND register have an individual 'passport' that explains their needs, the additional provision in place and the strategies for teachers to use in class. If your child has an Education Health and Care Plan, there is an additional annual review meeting (following the format from Cornwall Council) to discuss progress and update the statement.

5) How are the Governors involved in SEND?

The SENDCO reports at Governors' meetings on SEND children's progress (with anonymity with regard to student identities). There is a designated SEND Governor who oversees the SEND policy and meets with the SENDCO regularly during the school year.

6) How will my child be enabled to access the curriculum?

Class teachers differentiate work to ensure that it is pitched appropriately for all children. This means that all children are able to access their work independently of additional support (where appropriate) and are supported and challenged to achieve their full potential. All children on the SEND register have an Individual Education Plan (IEP) that we call a 'passport'. This explains the SEND of the child and has strategies for teachers to use to enable the child to access their lessons.

7) How does the school know how well my child is doing?

Students' progress is assessed and monitored very closely by their class teacher and data added termly to our tracking system. These grades are monitored by Directors of learning, the Senior Leadership Team, our SENDCO and Governors.

8) What if my SEND child is making less than expected progress?

The progress of all SEND children is carefully monitored by the SENDCO and Directors of Learning. If a child is 'under target' in a core subject, the SENDCO liaises with the subject leader and class teacher to discuss additional support and intervention.

If the reading age or spelling age is low, the child will have additional support in either a small group or 1:1 depending on their needs.

9) What support will there be for my child's emotional wellbeing?

We are an inclusive school and have a caring pastoral team to ensure that the self-esteem of our children is high and their emotional wellbeing is looked after. The form tutor is a member of staff your child will see every day and who can support your child emotionally. Heads of Upper and Lower School are non-teaching, full time staff; they look after the successes, queries, behaviour and emotional needs of each member of their Years and are a strong link with home. We have three 'Trauma Informed Schools' practitioners and can refer to other agencies (when we need) for further support.

10) What support is there for behaviour and avoiding exclusion for SEND children?

Poor behaviour is taken very seriously at Cape Cornwall School and each incident is logged and a behaviour point issued. We run behaviour interventions (where needed) at lunchtime and after school and we have an internal inclusion room. After a behaviour incident, a child is helped to reflect with an adult so they understand which school rules were broken and how a repeat could be avoided.

If a behaviour incident is disrupting a lesson, we operate an internal referral policy where the child causing the disruption will be placed with another member of staff and the issue resolved at a later point in the day so that the lesson can continue uninterrupted.

The pastoral team meet regularly to discuss any concerns about behaviour. Strategies for support are discussed, implemented and reviewed.

If a child's behaviour is escalating, a plan-do-review record is implemented. This starts with a meeting between parents, the SENDCO, the Year Leader and the child. An action plan is created and reviewed regularly to ensure the right support is in place.

11) What support is there for supporting good attendance for SEND children?

Daily attendance is monitored very closely by our Attendance Officer in school.

Punctuality and 100% attendance are rewarded in a variety of ways (for more information, see our Attendance policy). Good attendance is highlighted by our reward scheme and by tutors. If attendance becomes a concern, a meeting is called between the school, Attendance Officer, SENDCO, parents and child to see what the reasons are and if any additional steps can be taken to further support good attendance. All students are expected to have good attendance and to aim for 100%. All absence impacts on learning and disrupts progress.

12) How will my child be able to contribute their views?

We have a Student Council with two representatives from each tutor group representing their tutor group.

Students' SEND Passports are written in the students' voice after close consultation with them.

The Golowji, our SEND support base, is staffed by a member of the SEND team so that any student can drop in at break or lunchtime and talk to an adult.

13) What specialist services and expertise are available at, or accessed by, the school?

- All Teaching Assistants have a high standard of training and receive additional training every year.
- The SENDCO is accredited with the Masters Level National SENDCO Award.
- We have three 'Trauma Informed Schools' practitioners.
- We are training a Dyslexia Champion and have an Autism Champion.
- We work closely with, and refer to, additional external agencies such as Educational Psychologists, The Learning Support Service, The Autism and Communication Service, CAMHS (Children and Adolescent Mental Health Support), Social Services and other agencies.

14) How will my child be included in activities outside the classroom, like school trips?

The activity programme is open to all Cape Cornwall School students.

School trips, excursions and extra-curricular activities are inclusive with Learning Support Assistants in place where required.

For students who have complex additional needs, where school or parents feel more support is needed for a trip to take place, there is an additional risk assessment. Support is put in place to enable the child to take part and this is agreed by both school and parents.

15) How accessible is the school environment?

There are ramps at a number of entrances. The school is on two floors in parts and there are ramps and two wheelchair lifts to enable children who are unable to use the stairs to access all teaching rooms.

16) How will the school prepare and support my child to join Cape Cornwall School and to move on to college?

We have a Year 5 and 6 transition programme.

We have an Open Day and evening in September where all potential new students are invited with their parents to have a look around the school and talk to staff and parents before the school choices forms are due back to Cornwall Council.

We have 2 transition days in July where all our new children are invited in for a taster experience and to meet their form tutor and Year Leader.

All partner primary schools are visited by the pastoral team. Our Deputy SENDCO visits the partner primaries that are sending SEND children to us to meet with their SENDCO.

Children with complex additional needs are offered additional transition days where they have sample lessons and extra time to get to know the school. We have a transitional pack "Starting Secondary School at Cape Cornwall School" that we send to SEND children to work through in their primary schools.

When moving on to Post 16 college, we meet with the SEND representative to pass on information and strategies to them. Year 10 have college taster days and Year 11 have college and university seminars and assemblies. Careers South West provide 1:1 support and guidance.

If your child has a Statement or Educational Health Care Plan, we invite a representative from the college to be part of the action plan to support transition. If a child starts Cape Cornwall School during the academic year, we have a 'buddy' system of students to help guide our new students around school and support them in their first few weeks.

17) How are school resources, interventions and additional support assigned to children? How do I know if this additional support is having an impact?

Every intervention the school runs has entrance criteria to ensure the intervention is suitable. The impact is evaluated termly by the teacher/Teaching Assistant delivering the intervention and monitored by the SENDCO. Additional support in class is discussed by the SENDCO and Directors of Learning.

Requests for additional support can be made by a parent if they have a particular concern, please contact the SENDCO.

If a child has an Educational Health and Care Plan, the targets and strategies on the Educational Health and Care Plan are implemented by the school and any additional support is timetabled accordingly.

Interventions are recorded on a child's 'passport' to keep a record of the additional support that has been provided.

Decisions regarding the type and how much support each student receives are informed by Record of Need, EHCP, annual review meetings and paperwork, pupil 'passport' and all appropriate professional reviews and reports.

18) Who can I contact for further information?

If your child is already here, their form tutor or Year group leader should be your first port of call. If you're considering Cape Cornwall School, our SENDCO, Mrs Brooker or Deputy SENDCO, Miss Jackson are contactable through Reception or via email brookerc@cape.cornwall.sch.uk or jacksons@cape.cornwall.sch.uk