



Cape Cornwall Secondary School

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

October 2025

Dream – Believe – Persevere – Achieve

At Cape Cornwall Secondary School, we are committed to providing an inclusive and supportive learning environment where every student can thrive. This SEN Information Report outlines the school's offer for children and young people with Special Educational Needs and Disabilities (SEND), including the provisions in place to support their academic, social, and emotional development.

Objectives of the Report

- To clearly communicate the range of support available for pupils with SEND.
- To outline the school's approach to identifying and meeting the needs of pupils with SEND.
- To provide transparency for parents, carers, and stakeholders regarding our inclusive practices.
- To demonstrate how our school complies with the SEND Code of Practice and local authority expectations.
- To highlight the collaborative work between staff, families, and external agencies in supporting pupils with SEND.

Our Approach to SEND

We believe that every child is unique and deserves access to high-quality education tailored to their individual needs. Our approach is rooted in early identification, personalised support, and a commitment to removing barriers to learning. We work closely with families and professionals to ensure that pupils with SEND are fully included in all aspects of school life.

Our school values diversity and promotes a culture of respect, understanding, and high aspirations for all learners. Through our Area Resource Base and wider school provision, we aim to nurture independence, resilience, and a sense of belonging for every pupil.

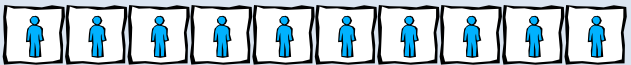
See Equality Policy and
Equality and Diversity Policy
Action Plan on school

See Accessibility Plan on
school website

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Miss S. E. Downing 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 
The views and opinions of all students are valued. Student voice is represented in all aspects of school. • Student voice is heard through: - school council. - prefect system. - tutor group feedback. - student participation in focus groups. - student panel in interview process for new staff. - student voice panels. - student surveys.	• 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. • 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. • Pupil Passport and Individual Learning Plan review meetings. • Assess, Plan, Do, Review meetings with student and parents/carers. • Dyslexia 'check in' sessions. • Additional provision is developed as appropriate in light of student voice, e.g., social skills groups, provision and resourcing in 'the Golowji' etc.	Individual support is responsive to the views of the student. These are heard in various ways: • Student's views are an integral part of SEN review meetings, Annual Reviews and also TAC meetings. • Students with SEND are at the centre of the writing of Pupil Passports and Individual Learning Plans and the setting of SMART targets, which are then used by staff to support the student in the classroom. • Students are supported by an allocated mentor that checks in with them regularly. • Students with SEND are encouraged to discuss concerns with their SENCO. • Pastoral and SEND team 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. Students are able to shape the provision made for them.

		Outside agency support from: - Targeted Youth Workers - Autism Spectrum Team - Educational Psychologists - Occupational Therapy Team - Visual / Hearing Impairment Team - Speech and language therapists - Cognition and Learning team • Advocacy would be available, through organisations such as Barnados, for any student if required.
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2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school works in partnership with all parents and carers: • The parents/carers of all students are invited to attend parent/carer evenings, such as the Year 7 Settling In event. • Celebration events, such as the Awards Evening. • Parents are encouraged to attend events such as the Christmas Community Concert and drama productions. • Students' progress is monitored regularly and shared with parents/carers through reports. • Parents/carers are able to contact the school re concerns at any time and are aware of who to contact:	• Parents are invited to attend extra-curricular events. • Introduction of regular Autism Parent Cafés and other sessions for parents focused on different areas of need planned. • SENDCo available at parents' evenings and events. • Communication with home re group interventions e.g. social skills etc. • SEND Parent's Leaflet available on the website.	• Parents/carers are actively involved in all SEN Review meetings and Annual Reviews – their views are gained and recorded. • Parents'/carers' views integral to PEP/CIN/TAC meetings as appropriate. • The SENCo is available to discuss issues concerning students with SEND via appointments. • Home/school communication books are provided for students as necessary. • Parents / carers are supported in completing forms for referrals.

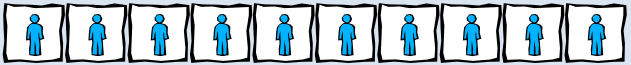
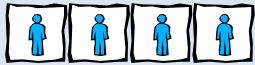
- Tutor / Subject teacher - Pastoral team - SENCo / Deputy SENCo - Headteacher / Deputy Headteacher / Assistant Headteacher • Specific appointments made on request. • The school website and social media platforms enables parent/carers to find out key information. • Emails and a text messaging service is used to inform families of key events. • Head Teacher Weekly Letter and other newsletters, e.g. P.E. etc. communicate important information. • Class Charts is used to inform parents about the completion of homework and positive and negative behaviour points. • Documentation is presented in a format that is accessible to individual parents. • Launch of new joint FSA to involve parents in fundraising.		
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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
		
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.	• After school revision sessions in different subject areas are provided as appropriate. • Interventions aim to improve the key skills required to fully access the	• Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. • Students with SEND can access the

• The curriculum is broad and balanced. • KS2 SATs 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. • Inclusive teaching strategies with differentiated/adapted learning pathways. • Opportunities to complete homework with support. • Assessments (including Dyslexia Screening Test and Dyscalculia Screening) are used to identify students who need specific interventions. • Effective use of ICT embedded across the curriculum including online safety, supported by every student having access to an iPad.	curriculum. The progress of the students are reviewed regularly and the intervention continued, amended or stopped as appropriate. • TA support deployed in English / Maths lessons. • ASDAN is offered to support some students with preparing for adulthood. • Small group interventions are intended to support students pastorally with a view to promoting their academic engagement, for e.g. social skills, ASD groups etc.	curriculum with adult support as appropriate. • In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved. • Dyslexia register and check ins. • Individualised timetables to include specialist support and small group teaching. • Alternative provision options accessed through external education providers when appropriate. • Tiered time out system, with access to the quiet space, 'Golowji', when appropriate. • Learning Passports document how specific adaptations can support an individual student's access to the curriculum. • Individual Learning Plans record the next steps for an individual student.
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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 
• 'Ordinary Magic' strategies universally applied in all lessons. • 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. • Whole school adoption of 'Walkthrus' means that there is a focus on effective and consistent pedagogy that underpins quality first teaching. • Set lesson structures, with clear, demarcated sections, including 'Do now' etc., ensure that students know what to expect, that lessons are purposeful, build on prior learning and also embed and refine learning. • Lessons build student understanding and work to ensure that knowledge is committed to the long-term memory. • 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. • Students are made aware of their current level of achievement and know what they	• Independent student learning is supported by the use of technology – all students have an iPad and there are other things provided such as keyboards for the iPad, laptops, Reading pens etc. when appropriate. • 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. • Dyslexia Learning Champion available to give support and advice to staff and students as required and to make sure that dyslexic pupils have the resources that they require, for e.g. appropriately coloured overlays. • Autism Champion available to give support and advice to staff and students as required. • The Educational Psychologist provides advice on how best to support students who find learning difficult. • Teachers and TAs share information and lesson plans to ensure that the curriculum is adapted for students with SEND. • Teachers plan deployment of the adults	• 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. • TAs can provide 1:1 support in lessons when necessary. • Specialist advice and support is accessed from various external professionals including Educational Psychologists, Visual Impairment Advisors, Physical Disabilities Advisors, Autism Spectrum Disorder Advisors, Cognition and Learning Team, Teacher of the Deaf, Speech and Language Therapists, Physiotherapists and Occupational Therapists. • Alternative provision options through external education providers. • Learning Passports / Individual Learning Plans / Interventions recorded and tracked on Edukey's Provision Map. • 'Golowji' quiet space available for any students that need time out from the classroom. • Education Health Care Plans and Medical Plans where appropriate.

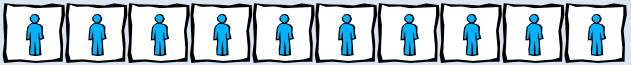
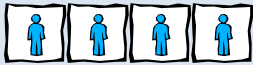
are aiming for. • Reading is a whole school priority and is a focus in each subject area as well as in Prep time. • Progress and achievement reports two times per year. • Embedded praise and reward system. • Clear and consistently applied behaviour policy. • Regular SEND updates and training for staff. • The whole school uses a 'dyslexia-friendly' approach to teaching and learning. Dyslexia resources such as coloured overlays etc. are available in all classrooms. • Effective use of ICT across the curriculum. • Alternative ways of recording are used.	in the classroom to ensure that all students, including SEND students, get their fair share of teacher time. • Homework support is available. • A SEND knowledge and skills audit is due to be completed again this year due to new staff members joining the school and all staff attend appropriate courses / INSET opportunities in order to improve their knowledge of Special Educational Needs.	
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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 
• All students have an iPad which supports independent learning. • Teachers plan for and encourage independent learning in lessons. • PSHE available for all learners in all year groups. • Careers advice and guidance for all	• 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 etc. • Students are actively encouraged to use	• 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

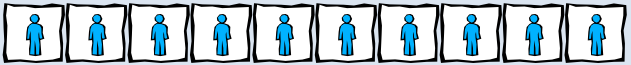
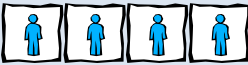
students in Years 10 and 11. • Student Voice/ Student leadership through Student Council, Prefects etc. • Online learning tools for Homework and revision including Sparx Maths. • A box dyslexia friendly resources is available in all classrooms, containing overlays, highlighters, and dictionaries etc which promote independence and self-help strategies. • All students have access to homework support, including Homework club. • Consistent lesson routines and behaviour expectations are established / adhered to by all staff. • Assemblies promote student safety, in terms of online safety and so on.	Homework club to seek support with homework tasks. • Careers Fair and college transition days. • Duke of Edinburgh Award. • Social skills sessions for targeted groups. • Inclusive sporting initiatives such as School Games. • Students have access to: - task boards - 'time out' signal etc. • ASDAN is offered to support some students with preparing for adulthood.	independent working. • Close liaison with relevant outside professionals ensure students are provided with the treatment and/or resources needed to promote independence. • Alternative provision options through external education providers. • Careers Southwest work 1:1 with students with EHCP and those at risk. • Access arrangement assessments identify the support students' need to access exams. • Individual learning plans / Behaviour and engagement plans target individual student's needs. • Pupil Passports encourage students to think about how they like to be supported etc. • The school environment is accessible to all, including individuals with limited mobility – there is ramped access to all main entrances and where there are steps inside the school there is a hand rail to assist people's use.
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6. Health, wellbeing and emotional support

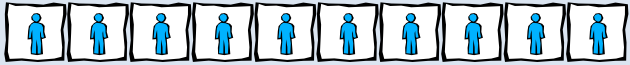
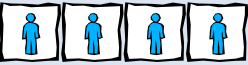
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Pastoral support team. • Tutors play a key role in supporting students with pastoral issues and they are supported by the Pastoral support team. • The RSHE/PSHE curriculum is delivered to all students. • The SENCo is a trained TIS/Thrive Practitioner. • Themed assemblies are used to promote important issues. • Several members of staff have completed training to be Bereavement Champions within school, including the SENCo and Deputy SENCo. • Pre-bereavement and supporting pupils with parents with a diagnosis of cancer training through Macmillan The Cove completed by three members of staff, including the SENCo and Deputy SENCo. Cancer box with resources to support pupils now in school. • Student prefects perform lunch and break time duties and are available to offer advice and support to fellow students. • Year 7 cohort due to complete Decider Skills training alongside an Education Mental Health Practitioner. • Students have access to the school	• The 'Golowji' is available for vulnerable students to take 'time out' and find support at break and lunch times. Social time is supported in the 'Golowji'. • Referrals are routinely made for students to be allocated Targeted Youth Workers as appropriate. • Pupil Passports also record the wellbeing and emotional support required by pupils. • Staff are available at lunchtimes to provide support. • Targeted groups can address: - self esteem - social skills - life skills • Emphasis on building resilience and emotional well-being. • Risk assessments are carried out. • There are a variety of extra-curricular clubs. • The views of learners across the school are obtained. • Incredible 5 point scale used when appropriate to scaffold discussions around emotions.	• TACs / CIN meetings etc are supported by a range of agencies. • Additional support for students can be requested from: - CAMHS - Social Care - Young People Cornwall - SCIP Worker - Dreadnought - Aspires Project - Penhaligon's Friends - White Gold • Individualised support is provided for students as the needs arise. • Students with specific medical conditions have individual health care plans (IHPs) and there are staff in school specifically trained to manage their conditions and administer medication when appropriate. • TAs in the ARB can conduct physiotherapy sessions and help with hygiene tasks etc when needed. • External professionals such as Physiotherapists and Occupational therapists meet with students in school as required and guidance is incorporated into classroom practice when appropriate.

nurse. Sessions are private and confidential. • Praise and reward system. • Safeguarding team including Designated safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs). • The SENCo can deliver courses for parents and children – Supporting Parents and Children Emotionally (SPACE). • Key staff have completed Mental Health First Aid training. • Provision is made for pupils with wellbeing, emotional, physical and mental health needs. • Members of staff, including the SENCo, have completed Restorative Justice training. • Restorative Justice trained staff can call upon their training to support pupils' in identifying their feelings and needs in different situations and to manage their own disputes. • Pupil issues are dealt with by trained staff, as they arise. • Risk assessments are conducted for the school site and equipment, certain activities and all trips and residential camps. • There is a positive learning environment with excellent staff role models. • A body of staff is trained in First Aid and the safety of all pupils. • The 'Golowji' quiet space provides another means of supporting pupils' health, well-being and emotional support.		• Annual Review meetings capture student views. • Regular contact with parents and carers. • There is a named CIC / Designated Teacher. • Key staff have completed Price Training which supports organisations in how to respond positively to behaviours of concern. • Individual Risk Assessments written for pupils as necessary.
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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 
Students have opportunities for social interaction, regardless of need. • Broad and balanced inclusive curriculum. • Students belong to a tutor group and participate in group activities. • Students are encouraged to participate in Inter – Tutor / 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 take part in curriculum based educational trips, excursions and other experiences. • Students are encouraged to take part in after school clubs, events and competitions to enhance their social interactions. • Year 10 work experience. • Termly Celebration assemblies. • Year 11 Leavers ‘Dinner and Dance’. • Students have opportunities to interact with students from other schools and visitors to the school.	• The ‘Golowji’ is staffed and made available for vulnerable students and they are encouraged to interact with others. • Supervised and supported social time in the ‘Golowji’. • Students coming to the ‘Golowji’ 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 ‘Golowji’ is positive and supportive. • TAs ensure students are supported and can access all areas of school life. • Social skills intervention groups.	• TAs support individual students with 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. • Supervised and supported social time in the ‘Golowji’. • Alternative means of communication are employed when necessary, e.g. AAC, Makaton etc. • Trained Autism Champion able to provide advice and support to colleagues and parents.

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 
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. Online safety is also promoted through staff and student training. • There is a named 'Designated Safeguarding Lead' and 'Child in Care'/Designated teacher (Mr Eugene McFadden). • A Safeguarding team that meets weekly. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment through the use of Class Charts. • The rewards and sanctions system is robust and reflects the school rules. • Assemblies celebrate the achievements of students. • Trained First Aiders available as required, including for specific conditions such as epilepsy and diabetes. • Handrails and ramps. • School site risk assessments. • Policies in place, for e.g., Behaviour and Anti-Bullying, Equality and Diversity, SEND, Supporting Children with Medical Conditions Policy. • School Accessibility Plan.	• The 'Golowji' is a base for vulnerable students and provides a quieter, supervised area for those who struggle during unstructured times. The 'Golowji' also provides an opportunity to eat lunch away from the canteen. • Resources are made available to students to enable them to access learning in the classroom. • There are some staff who have received PRICE training for de-escalating challenging behaviour positively. • Dyslexia friendly strategies and Autism friendly strategies across the school. • Good management of medical needs including diabetes and epilepsy, and also MH first aid trained staff.	• Specialist equipment enables disabled students to be independent. • 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. • Individual student behaviour / engagement plans. • Medical Healthcare plans in place where appropriate. • Individual student safety plans and risk assessments, including PEEPs.

• Duty staff allocated before school, after school and during social times. • Accessible and specially adapted toilet / shower and changing facilities. • School displays promote positive learning outcomes across the school. • Positive adult role models. • Staff appointment procedures follow 'Safer Recruitment' requirements. • School security procedures are in place and are constantly reviewed and improved.		
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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 
• There are strong links with feeder primary schools. Transition events, including Super Saturdays (Y4, 5, 6) and visits to feeder primaries are timetabled. • 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 Autumn and Summer term. • Y7 Settling In evening held in the Autumn 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 a designated member of staff.	• Students who may need extra support at transition from KS2 to KS3 are identified. • 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 student's interests, abilities and needs. • Additional tours and visits to the school are arranged as required. • SEND / vulnerable pupils Year 6 enhanced transition programme. • Enhanced support for disadvantaged students to support college transition, work experience and options process.	• The SENCo may be invited to attend annual reviews of Year 5/6 pupils. • 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 Class Charts. • The SENCo may visit the Primary schools of students with SEND and will always have a meeting with the Primary school SENCo to exchange information. • TAs work closely with students with SEND during transition events. • Additional transition sessions are held for those that need it. • Post 16 providers may be invited to attend transition reviews.

• 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 / Y10 College taster days. • Students are encouraged to attend Careers fairs. • Pastoral support team. • Year group tutor group system. • Year group assemblies. • Parents' evenings. • Y6 pupils from St Just Primary have had music sessions with the music teacher from Cape in the specialist music room on the Secondary school site. • All pupils' files / records are obtained from feeder schools and all student files / records are sent on to receiving colleges.		• Students with SEND may have extra visits to college in Year 11. • 1:1 Your Future Kernow advice and guidance. • Annual review meetings for all year 11 students with EHCP to aid college transition. • 1:1 support for SEND and most vulnerable students to support options process, work experience and college transition. • Pupils entering Cape ARB (Kites) are visited by a member of their staff, who spends time getting to know them in the pupil's familiar environment. • Pupils entering Cape ARB (Kites) have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • SENCo will read the information provided by schools of SEN Support students who join the school through the year, and will often phone to gain more information or clarify information received.
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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 
• The school SENCo has the National Award for SEN Co-ordination. SENCo qualifications comply with national standards as outlined in Code of Practice (2015). • The SENCo / Deputy 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. • Staff knowledge and expertise is audited regularly and any gaps in knowledge identified to form part of an ongoing programme of training. • Recent staff training led by the Autism Adviser for the West (Summer term 25). • Staff are proactive in accessing training that is relevant to their role.	• Staff with specialist roles (e.g. Learning/Dyslexia Champion, Autism Champion) are suitably qualified and have on-going specialist support. • Support staff receive additional training as appropriate to support their role e.g., dyslexia screening, supporting learners with a hearing impairment etc. • External specialist teachers offer training opportunities for staff e.g., Teacher of the Deaf offer Deaf Awareness Training etc. • Diabetes, epilepsy and MH first aid trained staff. • Training and support from the TPAT Behaviour Lead.	• Staff with specialist roles (e.g. Learning/Dyslexia Champion, Autism Champion) are suitably qualified and have on-going specialist support. • Induction of new staff includes identifying relevant training to attend.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Cape Cornwall School and St Just Primary School Joint Local Monitoring Committee	LMCs are responsible for: - o Standards - o Safeguarding - o Stakeholders - o SEND	Ruth Sellors Chair of Local Monitoring Committee LMC member responsible for SEND via the school secretary Email: cape@tpacademytrust.org
Statutory SEN Service	The Statutory SEN Service is responsible for: • The Education, Health and Care (EHC) needs assessment processes. • The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans. • The maintenance and review of existing Statements of SEN and EHC plans. The team works with	Statutory SEN Team 3 West New County Hall Truro TR1 3AY 01872 324242

	educational settings, families, a range of services and other Local Authorities to ensure the effective working of the statutory arrangements for children and young people with the most complex SEN.	
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.	Email: earlyhelphub@cornwall.gov.uk Website: www.cornwall.gov.uk/earlyhelp 01872 322277
Educational Psychologist	Educational Psychologists like to work closely with parents and carers. An Educational Psychologist might become involved with your child if they have difficulties with: Learning, Behaviour, Managing their feelings, Getting on with others or	West Cornwall Senior Educational Psychologist Kate Horrill Dolcoath Offices, Dolcoath Avenue, Camborne TR14 8SX 01209 614175 Email: khorrill@cornwall.gov.uk For more information see Website: https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=aBFYeGeapmA We currently have a privately sourced Educational Psychologist for our school.

	Communication.	
Autism in Schools Team	Support students with ASD	Email: autismteam@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/ 01579 341132
Speech and Language Therapist	The community service offers advice and support to pre-school and school aged children in various settings as appropriate to the child's needs. This may involve advice and suggestions for ongoing support at home or in the educational setting and where appropriate work in small groups or individually for a specified time.	Cornwall Partnership Foundation Trust Bellair Health Office 12 Alverton Rd Penzance TR18 4TA Parents with concerns about their child's speech and language development or eating and drinking can call: 01208 834600 Website: https://www.cornwallft.nhs.uk/
Communication Support Team	Support students with communication difficulties.	Email: send@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/communication-support-salt/ 01872 323412

Hearing Support Team	The Team supports children and young people with an educationally significant hearing loss across Cornwall in their home, pre-school setting, mainstream or special school or college. The Team offers specialist teaching, advice and support, educational audiology assessments and bespoke training.	Hearing Support Team The Educational Audiology Centre Priory Road St Austell PL25 5AB 01726 226882 Email: sensorysupportservice@cornwall.gov.uk The named Teacher of the Deaf for our school is Sarah Graham.
Vision Support Team	Support students with visual difficulties.	Email: sensorysupportservice@cornwall.gov.uk Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/ 01726 61004
Cognition and Learning Service	Works with schools to help identify and support children with dyslexia. Runs the Dyslexia Friendly School Accreditation process and offers conferences, courses and staff training.	Website: https://www.cornwall.gov.uk/cognitionandlearning

CAMHS	Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18. The service helps children and young people deal with emotional, behavioural or mental health issues. They offer lots of different kinds of support and have a wide range of people who are trained to help. These include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	Email: earlyhelphub@cornwall.gov.uk 01872 322277
The Autism Spectrum Disorder Assessment Team (ASDAT)	The Autism Spectrum Disorder Assessment Team (ASDAT) is an experienced multidisciplinary team for children and young people aged between 5 and a half up to their 16th birthday who have complex social and communication	Email: earlyhelphub@cornwall.gov.uk 01872 322277

	difficulties. The Autism Spectrum Disorders Assessment Team (ASDAT) is made up of the following disciplines: • Child & Adolescent Psychiatry • Clinical Psychology • Occupational Therapy • Speech & Language Therapy	
Dreadnought	The Dreadnought Centre is a registered Charity working Countywide with children and young people aged 8 – 19 who are experiencing problems in their lives. The Dreadnought Centre seeks to empower young people to make informed decisions for themselves and to enable them to change their lives. They offer	The Dreadnought Centre Carn Brea Lane Pool, Redruth TR15 3DS 01209 218764 Email: team@thedreadnought.co.uk

	unconditional acceptance of young people working in a holistic way. They offer positive adult role models and many opportunities for young people to express themselves creatively.	
Penhaligon's Friends	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers. The project aims to enable children and young people to remember the person who has died, to meet others to share their experiences and to improve communication between parents and children. The project is for all children and young people (up to 18 years old), their parents and carers, and operates across the whole county of Cornwall.	Penhaligon's Friends, Trecarrel, Ground Floor, Drump Road, Redruth. TR15 1LU 01209 210624 01209 215889 Email: enquiries@penhaligonsfriends.org.uk
School Nurses	School nurses provide confidential advice and	Email: earlyhelphub@cornwall.gov.uk 01872 322277

	health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.	
Physical and Medical Needs Advisory Service	Support students with physical and medical needs.	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/ Tel: 01872 323400
Occupational Therapy Team	Support students with mobility and physical difficulties.	Children's Community Therapy Service RCHT 01872 254531
Physiotherapy Team	Support students requiring regular physiotherapy.	Children's Community Therapy Service RCHT 01872 254531
SENDiASS Special Educational Needs Disability Information, Advice and Support Service (Formerly Cornwall Parent Partnership Service)	SENDiASS provides information, advice, support and training for young people and parents and carers of children with special educational needs and/or disabilities (age 0-25). Their service is confidential, independent, impartial and free.	01326 331633 Website: https://cornwallsendiass.org.uk/ Cornwall SENDiASS Poseidon House Neptune Park Cattedown Plymouth PL4 0SJ
Parent Carer Council Cornwall	Their aim is to gather information from Parent Carers and using these unique shared experiences,	Kay Henry 07973763332 Email: admin@parentcarerscornwall.org.uk

	they take part in consultations and participation work which helps them to shape the development and delivery of services to children. They also pass on information to families via a newsletter enabling parent carers to gain greater knowledge and understanding of the services available from health, education, local authority and the voluntary sector.	Website: https://parentcarerscornwall.org.uk/ Parent Carer Council Unit 14a St Austell Printing Company St Austell Business Park St Austell PL25 4FD
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disAbility Cornwall & Isles of Scilly	They are a values based, user-led charitable company with a mission to represent, include, support and empower people living with a long term health condition or disability, their families and carers in Cornwall & the Isles of Scilly. They also support community organisations and businesses to develop more inclusive approaches to meeting the needs of their clients and customers.	01736 759500 disAbility Cornwall & Isles of Scilly Units 1G/H Guildford Road Industrial Estate Hayle Cornwall TR27 4QZ www.disabilitycornwall.org.uk
Contact	Contact is a national charity for families with disabled children. they have a free helpline for parents and carers where you can get information and advice about special educational needs. Contact also produce a range of publications and other resources about SEND.	Helpline: 0808 808 3555 9.30am-5pm, Monday-Friday. Press 1, to speak to an education adviser, press 2 for all other helpline enquires. Email: helpline@contact.org.uk Website: www.contact.org.uk

12. Pupil progress

Each of our SEN Support pupils have an Individual Learning Plan, that is written jointly at a meeting, whenever possible, between the SENCo, Form Tutor, student and parents, which records their individual targets. These are reviewed termly, informed by the student and parents, the Form Tutor, any standardised assessments that the students have participated in and the provision tracking that is used to set and evaluate intended outcomes of interventions. Adjustments are made to the provision for pupils based on their progress towards their targets, and decisions are made about the need to carry out any additional screenings or assessments or referrals to outside professionals at this time.

13. How we know how good our SEN provision is

The SENCo, alongside the Head Teacher and class teachers in the school, track the progress of all students in the school at regular intervals. Our SEN Support students are a key group, whose progress and attainment is scrutinised and we use this information in order to evaluate the effectiveness of our SEN provision, responding proactively if we feel their attainment and progress is not satisfactory, amending or completely changing the SEN provision that is being made for them.

14. If you wish to complain

Parents / carers who believe that the School Offer is not being delivered or is not meeting your child's needs are asked to:

- Address the key issue / concern with the SENCo: **Miss S. E. Downing** sdowning@cape.tpacademytrust.org **01736 788501**
- Depending on the key issue / concern the Head Teacher may also be contacted (appointments can be made via the school office)

Where parents feel issues / concerns cannot be addressed in this way they will be asked to write to the Chair of the Local Monitoring Committee. The Chair of the Local Monitoring Committee can be contacted via the school (please ensure all correspondence is addressed to the Chair of the Local Monitoring Committee, Cape Cornwall School, Cape Cornwall Road, St Just, Penzance, Cornwall. TR19 7JX and marked as Confidential).

The school has a complaints policy – a copy can be requested via the school office and can be found on the school's website

<https://cape.cornwall.sch.uk/>

Alternatively you can contact the Statutory SEN Service at Statutory SEN Team, 3 West, County Hall, Truro. TR1 3AY Tel. 01872 324242

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

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

Frequently asked Questions

Please see below answers for some potential questions you may have about the school. Please do however contact us on 01736 788501 or at cape@tpacademytrust.org should you need to ask about anything in relation to our School Offer.

- How do people in school know if a pupil needs extra help?

The progress of all students at Cape Cornwall School is monitored carefully to ensure that they are making good progress and that their attainment is in line with their peers. The guidance set out by the SEND code of practice is followed which includes the Assess, Plan, Do, Review approach. Assessment, advice and information from the primary setting or previous education establishment is used to inform practice and planning. Annual Review Meetings in Year 6 are attended by the SENDCo. An Individual Learning Plan is produced with the student and shared with parents/carers and staff. Pastoral team also share any concerns regularly. Parent / carers are kept fully informed and involved in this process by the form tutor and / or SENCo. Any parent / carer is also free to make an appointment with the form tutor or SENCo to discuss the progress of their child at any time throughout the school year. TPAT's SEND Identification Flow Chart informs this process.

- What should I do if I think my child may have special educational needs?

Due to the monitoring of all students described above it is unlikely that the school would be unaware of any special educational needs of your child, and would have involved you in discussions about your child's difficulties. If you do have concerns however, or if you need support with managing your child's needs at home, you can make an appointment with your child's form tutor or the SENCo. She would be able to discuss the provision already being made for your child in school and / or provide advice on outside agencies able to support specific needs.

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

The Local Monitoring Committee of the school monitor standards at Cape Cornwall Secondary School, and the school strives to ensure that every student makes good or better educational progress.

All teachers who teach your child.

Form tutors support the overall progress of your child.

The SENCo monitors and supports progress ensuring intervention and support is in place where required.

The Head of KS3 and KS4 are responsible for monitoring the pastoral provision and wellbeing of your child.

The school recognises that teachers, TAs and parents / carers need to work together to ensure students make good educational progress. There are opportunities for the school and parents / carers to work together throughout the school year agreeing educational outcomes (e.g. Individual Learning Plans).

- How is the curriculum matched to my child's needs?

The school works hard to ensure the curriculum on offer provides breadth and depth and supports the learning needs of all students, as well as providing challenge for all learners. Adaptations promote access to the curriculum for all.

KS2 SATs data and SEND information is used to make inform appropriate choices regarding ability and tutor groups.

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. Specific support and guidance is allocated to all SEND students during this process.

The whole school also becomes involved in events such as the community's Lafrowda festival, where outcomes support the development of other key skills not necessarily promoted within the curriculum.

- How do school staff support me / my child?

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. The school also ensures that parents are well informed of their child's individual needs, the support they receive in school and provide advice on how parents can best support their child at home. Support is in place through: Parents and Intervention evenings / SEN and Annual review meetings.

- How will I, and my child, know how well they are doing?
- How can you help me to support my child's learning?

The Advantage Project, where each student has an iPad to support their learning has further strengthened links between home and school and parent / carer's ability to support and reinforce learning at home.

Parents' evenings and intervention evenings take place regularly. These provide opportunities for you to discuss how your child is doing and what you can do to support their learning. Class teachers / form tutors will also make contact with you if there are concerns and likewise if you have any concerns are happy for you to contact them.

School reports are also sent home.

Pupils on the SEN Record of Need currently have an ILP (Individual Learning Plan) commonly with 3 targets, which are written in partnership with parents and students. These targets are regularly addressed / evaluated by the school. ILP meetings are held with parents / carers to review the progress being made towards these. Through this careful monitoring the SENCo, class teachers / form tutors and parents / carers can determine the progress being made and identify / agree if the targets need to be changed. Additionally, within these meetings agreements are made to determine how all parties can help work towards the agreed targets.

Pupils with an EHC Plan (Education, Health and Care Plan) also have an Annual Review where their progress towards the wider / longer term outcomes for them is discussed. This meeting is attended by as many of the professionals involved with the child as possible and always the school SENCo.

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 it.

- What support is there for my child's overall wellbeing?

Cape Cornwall Secondary School recognises that children's wellbeing and emotional health is as important as their academic progress. The school have members of staff who have been Thrive / Trauma Informed School (TIS) trained. The school has also embedded aspects of Restorative Practice, with an emphasis on respect, relationships and responsibility throughout the school.

The school ensures through the Individual Learning Plan process that student's needs, including behaviour, communication, social and physical needs are addressed. There is a dedicated quiet space – the 'Golowji' that can be accessed as appropriate.

Form tutors work closely with students and help them deal with issues as they arise.

There is a Pastoral team, with a Head of KS3 and a Head of KS4.

Students with issues around anxiety or a dislike of change are supported.

Every child on the Record of Need has a SEN mentor allocated.

The school also organises and attends Core Group meetings with parents / carers and multi-agency teams to discuss and plan next steps to support student well-being – most commonly TAC (Team Around the Child) meetings.

The school works with CAMHs and parents / carers to help support any Mental Health needs of pupils at the school.

Members of staff have received Price Training. If a pupil is experiencing difficulty in managing their behaviour or as a result of their behaviour this impacts upon their health, safety and well-being and that of others a Behaviour and Engagement plan, using a trauma informed approach, will be designed and implemented with the agreement of the student and parents / carers.

Outside agencies that specialise in supporting pupils with emotional needs also work with students from the school when appropriate, for example Dreadnought, Penhaligon's Friends, CLEAR and so on.

There is a Senior Mental Health Lead for the School and we also have a number of staff trained as Mental Health First Aiders.

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

All staff at Cape Cornwall Secondary School receive regular Safeguarding Training. The school has a Designated Safeguarding Lead (DSL) – Eugene McFadden and Deputy Designated Safeguarding Leads (DDSLs) - who have the overall responsibility for the health, safety and well-being of the pupils. Safer Recruitment guidelines are fully met when appointing new members of staff and appropriate induction also ensures that all adults working in school (paid or voluntary) are aware of our safeguarding procedures.

All safeguarding protocols are governed by the Safeguarding policy of the school; it is the responsibility of the Local Monitoring Committee to ensure the Safeguarding policy is up to date and meets all of the statutory guidance and individual needs. There is a named Safeguarding LMC Member who has received the appropriate training.

The school has fully qualified first aiders who can provide immediate first aid to the children. We also have staff trained to support pupils with diabetes and epilepsy.

Information is obtained from parents and is stored centrally, and communicated effectively with all members of staff, regarding any allergies, medication requirements, contact details for next of kin, photography and website information and any other important information related to a particular child. Parents / carers are encouraged to let the school know if there any changes in this vital information. The school additionally operates an emailing service to all parents / carers. This ensures we are able to contact parents at any time of the school day. This invaluable service allows the school to notify the parents / carers of any changes of circumstance to the school day – e.g. severe weather / school closure.

The school has a duty to adhere to the recommendations made by the DfE to support students at school with medical conditions. It requires the Local Monitoring Committee of the school to make the appropriate arrangements to support students at school with medical conditions (Children and Families Act 2014). It also requires the Local Monitoring Committee of the school to ensure that school leaders consult health and social care professionals, students and parents to ensure that the needs of students with medical conditions are effectively supported. If a student has an EHC Plan, this will additionally determine who needs to be involved with the student and the impact of this involvement within the daily life at the school.

Cape Cornwall Secondary School undertakes risk assessments required for all out of school visits; and these are monitored by the Head Teacher of the school. Each teacher is also responsible for ensuring that, when appropriate, risk assessments are in place for activities that take place within the school setting. The risk assessments are shared with all appropriate people to ensure that the health, safety and well-being of all learners is upheld at all times.

TPAT monitors all risk assessments and outcomes of the Property Compliance Scheme associated with the fabric of the building. The Head Teacher and the Local Monitoring Committee take into account reports and produce associated action plans to ensure the school building is fit for purpose and compliant within all health and safety regulations.

The school continually examines its security arrangements and has electronic pads fitted to all of the outside doors and some of the internal doors. Members of staff are provided with a fob to activate the electronic pads and they know that they must never give their fob to any other individual. There are also cameras situated at different locations around the school. The school office can ascertain who is at the door before allowing them entry to the school.

All staff within the school have been issued with an identity badge attached to a lanyard which contain their photograph, name and role and school logo. Visitors to the school are required to sign in using the electronic iPad signing in procedure, which photographs every visitor and asks them to confirm that they have read and understand the school's safeguarding procedures. Every visitor wears an identification badge that displays their name, photograph and who they are visiting.

- How is my child included in activities outside the classroom including school trips?

The Health and Safety Policy requires the design of robust risk assessments to support the health, safety and well-being of all students and staff undertaking educational visits out of school. These risk assessments are a requirement for each visit; the school uses an on-line system for health, safety and organisational management. Some visits, e.g. school camp – require additional measures to ensure the health, safety and well-being of particular pupils. (The school is required to complete additional measures asking for further verification of control measures to be implemented.) Parents / carers are notified of all educational visits.

All students are encouraged to take part in activities outside the classroom including school trips. Staff will make adaptations to ensure that trips are inclusive and accessible, including ensuring there are additional adults to support.

- How accessible is the school environment?

We regularly audit our school site in terms of DDA compliancy. The school is largely on one level, with only a few areas with steps. Where necessary there are ramps as well as steps installed to access entrances. Where there are steps these are fitted with handrails. There is an adapted wet room with a shower.

- How will school prepare and support me / my child through the transition from key stage to key stage and beyond?

Key Stage 2 to 3. Visits arranged with year 6 children in the local schools within our catchment area. The SENCo may also visit schools with Year 6 students on SEN Support / with EHCPs and is happy to meet with the parents/carers of these children. She will also attend Year 6 Annual Review meetings. All children are invited to attend two transition days at school in the Summer term. If further transition is necessary for students with SEND this can be arranged.

Key Stage 3 to 4. Students are given enhanced 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. Students with EHCPs receive support from a Your Future Kernow advisor.

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

Each student in the school with Special Educational Needs receives support matched to their own level and type of need and when appropriate, following the advice of external professionals. Support is monitored closely and is adapted as and when necessary. When an EHC Plan is in place, and top-up funding is received, resources will need to be allocated to ensure that they can access learning and the identified provision is made by the school.

TAs have different areas of expertise and these, along with the level of need in a particular class, are taken into account when considering their deployment.

- How is the decision made about what type and how much support each pupil receives?

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.

If a pupil has an EHC Plan this will identify the nature of the child's special educational needs and their single plan outcomes. It is the information in this document that will be used by the school to assess the support needs of the child and any curriculum requirements.

For pupils on SEN Support the school will base their decision about what type and how much support an individual child will receive on their particular needs in consultation with the parents / carers and student.

Documents included in the decision are:

Record of Need.

EHCP.

Annual Review meetings and paperwork.

Individual Learning Plan.

All appropriate external professional views and reports are also taken into consideration.

- Who can I contact for further information?

Further information on our provision can be obtained in the following ways:

School web-site <https://cape.cornwall.sch.uk/>

SEN Parent Guide – available on the school website

School office 01736 788501 cape@tpacademytrust.org

Head Teacher (via the school office)

SENCo (via the school office)

Chair of Local Monitoring Committee / Local Monitoring Committee member responsible for SEND (via the school office)

As from September 2014 it is the responsibility of the Local Monitoring Committee to review the School's Offer in consultation with the SENCo, Head Teacher and the Senior Leadership Team of the school. This review will happen annually each academic year at a full Local Monitoring Committee meeting. If the Offer needs to be reviewed again within an academic year it will be the responsibility of the Head Teacher to place this on the next full Local Monitoring Committee's Agenda for their full consideration. The SENCo, Head Teacher and the Senior Leadership Team will monitor the School Offer throughout the academic year.