

Special educational needs (SEN) information report Falmouth School



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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find our Falmouth School policies here

https://www.falmouthschool.net/web/trust__school_policies/634227

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Falmouth School is a mainstream setting, we can usually meet the needs of students with the following needs how we understand each child is a unique and complex person and we would encourage you to consult with us.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Mrs Penrose is the Falmouth School Assistant Head Teacher SENCO.

Meet Mrs Penrose and the rest of the Falmouth School Leadership Team here:

https://www.falmouthschool.net/web/leadership_team/676298

Our SENDCO Robin Penrose has: a Masters degree; a Qualified Teacher with a Post Graduate Degree in Education with a Major in Maths and a Minor in SEND; an NCETM School Development Lead Qualification; a NPQ in Senior Leadership; Level 2 Safeguarding and Child Protection; Level 3 Working together to Safeguard Children; First Aid at Work and enhanced First Aid training (for diabetics, epileptics, and ILO throat closures), Mind Your Word Speech and Language training, Local Authority SENCO training (this included a training about hearing impairments). Robin is currently studying the NPQSEND. She has been working in education in Cornwall since 1999.

Niky Riley is our SEND Manager, she is a trained Autism Champion, and she has previously worked as an exams officer and supports making exam arrangements.

The SENCO SEND Manager and a member of our SEND Team attended the Local Authority Vision Impairment training.

Our Team continues to undertake training as the needs of our student require us to, if a student joins our school with a need we have not met before, we undertake the training to skill up. Within our SEND TA Team we have three staff with specialist first aid training and experience.

We have two wellbeing staff who are TIS qualified.

Our staff regularly liaise with the specialists supporting our students from the county supporting services and other providers.

SEN Services South West implement our exam concession testing to make sure that students have equal opportunities to the exam access arrangements.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

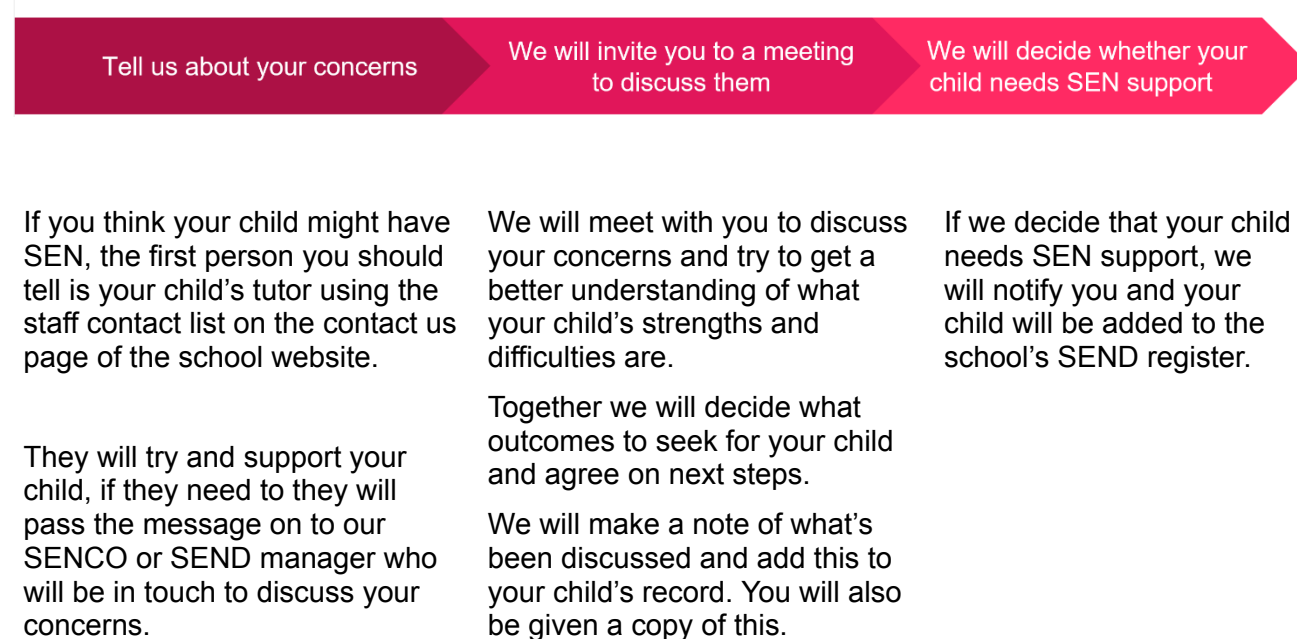
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Local Authority Services for school including the Autism Team, the Medical and Physical Team, the Learning and Cognition Team, the Vision and Hearing Teams.
- Occupational therapists or physiotherapists
- Speech and language therapists
- Specialist teachers or SEN support services (e.g. exam concession screening).
- Educational psychologists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Local organisations that support young people with mental health

- Local organisations that support young people to experience outside the traditional classroom
- The Early Help Hub
- Education welfare officers
- Social services
- Police

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are teacher of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will adapt their teaching of the student to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

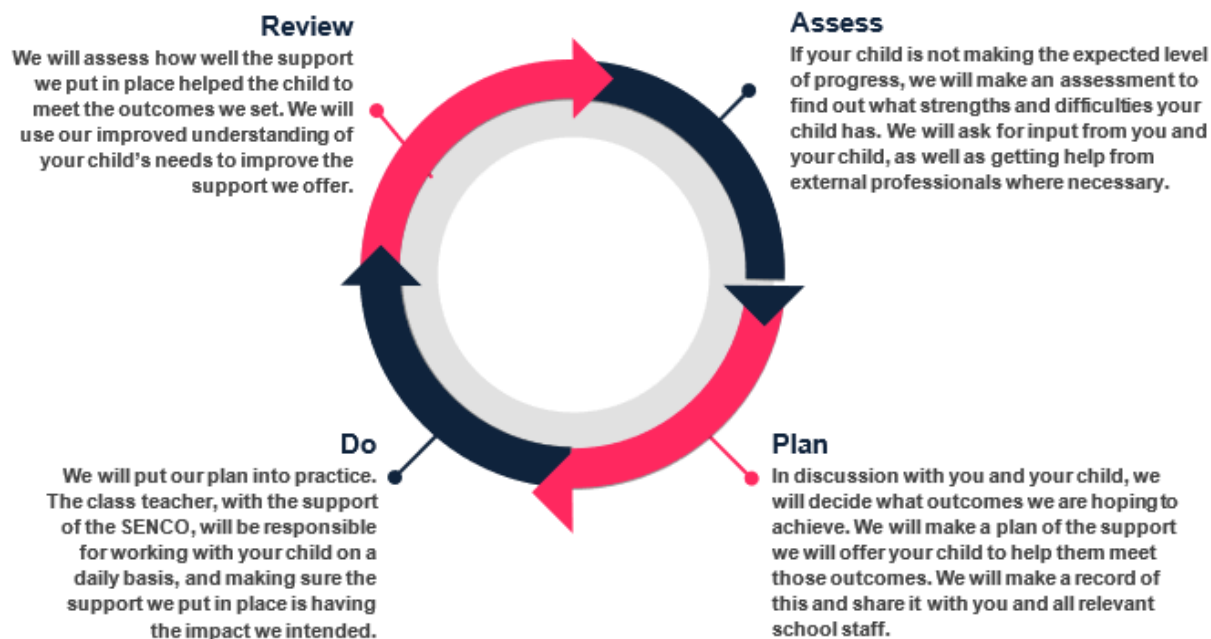
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's teachers will meet you once a year at parents evening and the SENCO will meet with you two further times to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class tutor.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, by adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, leaving steps of instructions visible on either the board / mini white board / task manager board etc.
- Using mini white boards at the start of the lesson and adapting the 'me we you' using the feedback from the students
- Using recommended aids, such as laptops, coloured overlays, visual timetables, required font type and size, etc.
- Small group work with our teaching assistants in our intervention room
- Tutor time reading intervention

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Attuned teacher using passport Social stories and groups Supported by Autism Champion Extra time Early check ins Key seating Adaptation pass Adapted start to the day if needed
	Speech and language difficulties	Attuned teacher using passport Speech and language therapy Extra time Early Check ins Key seating Recasting Structure thinking time to prepare response Follow SaLT guidance

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<p>Attuned teacher using passport</p> <p>Writing slope</p> <p>Pen grips</p> <p>Coloured over lay</p> <p>Reading pens</p> <p>Clear adapted modeling</p> <p>Extra time</p> <p>Early check ins</p> <p>Key seating</p> <p>Lap top for extended writing</p> <p>Reading intervention</p> <p>Support mats</p>
	Moderate learning difficulties	<p>Attuned teacher using passport</p> <p>Clear adapted modeling</p> <p>Extra time</p> <p>Early check ins</p> <p>Key seating</p> <p>Lap top for extended writing</p> <p>Reading intervention</p> <p>Support mats</p>
	Severe learning difficulties	<p>Attuned teacher using passport</p> <p>Clear adapted modeling</p> <p>Extra time</p> <p>Early check ins</p> <p>Key seating</p> <p>Lap top for extended writing</p> <p>Reading intervention</p> <p>Support mats</p> <p>Intervention in small groups</p>

Social, emotional and mental health	ADHD, ADD	Attuned teacher using passport Extra time Early check ins Key seating Silent fiddle toy Opportunities for movement Adaptation pass
	Adverse childhood experiences and/or mental health issues	Attuned teacher using passport Intervention in small groups
Sensory and/or physical	Hearing impairment	Follow guidance of Hearing Impairment Team
	Visual impairment	Follow guidance of Vision Impairment Team Attuned teacher using passport providing additional support where needed with practical tasks Intervention in small groups Visual rest breaks Limiting class room display – not to cluttered Booklet to have appropriate size and font
	Multi-sensory impairment	Follow guidance of LA Advisory Team Attuned teacher using passport Use of sensory room
	Physical impairment	Follow guidance of LA Advisory Team Attuned teacher using passport

These interventions are part of our contribution to Cornwall's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term including the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to accurately record and communicate information
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Develop improved teaching resources
- More small group intervention with a teaching assistant
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All students are encouraged to go on our school trips.

All students are encouraged to take part in concerts sports days and activities week.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Falmouth School Admissions are managed by Cornwall Council's Admissions Department. Visit their website for detailed information.

<https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/school-admissions/>

The Trust has an admission policy on the website policy page.

https://www.falmouthschool.net/web/trust__school_policies/634227

Transition meetings between class teachers and/or Secondary School SENCOs to discuss the needs of individual student with SEND take place by July and will include the passing on of all records including all Individual Provision Maps.

Students with an EHCP are admitted via a consultation process with the LA Caseworker (currently Jasmine Oak Jasmine.Oak@cornwall.gov.uk) The local authority work to support the transition of the students with an ECHP as a priority.

<https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/school-admissions/>

13. How does the school support pupils with disabilities?

Our site is multi-level, all levels are accessible to wheel chair users with lifts and ramps. We have disabled facilities (e.g. toilets and physio room).

Where a student is supported by other professionals we work with them for example an occupational therapists and physio therapists. Advised adaptations to practical subjects for example PE are followed. In some cases the student needs to undertake exercises specific to their needs as recommended by the physio, where possible the students will remain in the lesson (with an adapted activity if needed). The student's voice will be listened to. Staff work with occupational therapists and physio therapists regarding any specialist equipment needed, any handling training needed, and any monitoring of the suitability of the equipment as the students grows and their needs change. We also ensure that we have a sensible quantity of the required equipment so it is accessible easily in all areas of the site.

Staff are sensitive to when a disability is linked with an illness and what the student wishes is to do and is able to do will vary, and the provision will need to be flexible.

Staff are sensitive to always maintaining the student's dignity – they are always kind.

Staff are attuned to the emotional well being of the student as well as the physical well being.

The Falmouth School Accessibility Plan can be found here:

[file:///C:/Users/User/Downloads/Falmouth%20School%20Accessibility%20Plan%20-%20Jan%202024%20\(1\)%20\(2\).pdf](file:///C:/Users/User/Downloads/Falmouth%20School%20Accessibility%20Plan%20-%20Jan%202024%20(1)%20(2).pdf)

Students who are wheel chair users have attended our school successfully.

Falmouth school lessons are supported by booklet learning which can be adapted in size, viewed on paper (including on coloured paper) or on a screen.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Each child has an attuned tutor
- There is a circle of emotionally available adults in Compass for students with SEND
- We offer morning Trescobeas toast supported by the prefects
- Pupils with SEN are encouraged to be part of the school council or to make their voice hear to the school council
- Pupils with SEN are also encouraged to be part of the C10 break and lunch social games club to promote teamwork/building friendships
- We have a well being team who offer bookable 1:1 appointments and also group sessions.
- We can signpost students to agencies that can given them additional support.
- We have a 'zero tolerance' approach to bullying.

How we prevent bullying is here on our website.

<https://www.falmouthschool.net/web/anti-bullying/634202>

Our anti bullying policy is here on our website.

<file:///C:/Users/User/Downloads/Behaviour%20Policy%20Smr2022.pdf>

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Primary Transfer

The SENCO of Falmouth Secondary School visit the Primary Schools for a meeting with their SENCO. They will discuss the needs of all the transition children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Attending Open Evenings and events at the school.
- Attending the Transition Days with Falmouth Student Young leaders.
- Attending enhanced transition.

Moving to adulthood.

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Miller will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO/headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Our complaints procedure is here

https://www.falmouthschool.net/web/complaints_procedure/677768#:~:text=If%20you%20have%20worries%20or,to%20resolve%20your%20issue%20informally.

Our Complaints policy is on our policy page

https://www.falmouthschool.net/web/trust__school_policies/634227

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services use the link here

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/education-health-and-care-needs-assessments/mediation-and-rights-of-appeal/>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Service/organisation	What they do in brief
Kernow Young Carers	Support young carers 1-1 or in groups. Offer social activities.
Boot Up	Series of sessions (individual or in small groups) to support students in raising confidence, achieving qualifications and self-esteem on a local farm / forest school.
YZUP	Service for young people with substance misuse (we are with you Cornwall).
BF Adventure	Series of sessions (individual or in small groups) to support students who may have difficulties with social skills anxiety or trauma.
Autism Education Trust	Providing in school small group work with students with ASD.

CLEAR	Support for families who have experienced domestic violence. 1-1 support for 14-18 year olds. Also in - school workshops covering healthy relationships, CSE, pornography
BROOK	A National charity to offer sexual health services (education, training, support and clinics) for young people.
Dreadnought Centre	1-1 support for managing behaviour and anger issues
Penhaligon Friends	Support for young people that have been bereaved or are living with serious illness
Family Intervention Planning	Work with whole families to coordinate services and help improve situations at home.
Elemental	Exceptional ways to strengthen bond and boost the confidence of any group of people in a unique Beachside environment.
Targeted Youth Support	1-1 and group work for self-esteem/self-confidence/housing/personal safety etc. Early Help Hub weekly drop-in sessions.
Action for Children	Mentoring and support, forums and chatrooms for students. Option to join events, youth clubs and other facilities.
Vision Support Team	Individual and in-school support for students with visual impairments.
Hearing Support Team Cornwall	Teacher of the Deaf provides sessions to students with hearing impairment and supports students with EHC plans on regular basis; support to the schools and families
SEND Cornwall	Liaising with schools and families; providing support, CPD opportunities and working with all parties. A Case Worker is assigned to the school to support us.
Physical and Medical Team	This Cornwall LA service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Physical and Medical needs.
Cognition and Learning Team	This Cornwall LA service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Cognition and Learning needs.
Devon and Cornwall Police	The Police attend our Multi-Agency meetings and can support with education around key topics and concerns.

The School Nursing Service	The service provide drop-in Health Zones for students and support individual students as required.
CSW Group	CSW become involved in EHCP Yr 11 transitions (and other vulnerable Yr 11s) and outline the available options.
Educational Psychology Service	Help and support young people who are experiencing problems with an educational setting with the aim of enhancing their learning.
SEN Services South West	Supports with access arrangements and CPD.
Dyslexia Support Service	Support the needs of young people with Dyslexia in education.
Kooth	1:1 counsellors providing support to vulnerable young people with emotional or mental health problems.
MARU	Multi Agency Referral Unit for safeguarding and child protection.
Occupational Therapy Team (Community)	Assess and treat physical and psychiatric conditions.
Physiotherapy Team (Community)	Help people affected by injury illness or disability through movement or exercise.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

