

Falmouth School



Our 'School offer' for Disability and Special Education Needs (SEND)




Our purpose is to realise the Trust's vision, 'where everyone succeeds'. We will achieve this by ensuring that our students access exceptional education and by providing a curriculum that meets all students' needs, engages them actively in their learning and challenges them to achieve beyond their expectations. Students are happy and safe at school and are proud to be part of The Roseland Trust. All staff care deeply for the students and work as a team to achieve our vision.

Equity equality diversity and inclusivity for students with special educational needs and disability at Falmouth School.

2024-2025




The levels of support and provision offered by our school September 2024

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Student surveys are used to seek students' views on learning, their enjoyment of school and suggestions how to make their school even better. • Each Tutor Group nominates two students to represent them at the student council. • A Student Leadership Team is elected consisting of: 2 Head Students, 6 Senior Prefects, and additional Prefects to support the Team. The Student Leadership Team listens to any ideas, questions or complaints the students may have and they input their own vision and legacy into the journey of the school. • communicate with Falmouth Vision to the student community through meetings and specific activities. • Prefects share carry out duties where they support the school day-to-day running and demonstrate their leadership skills through working together and supporting others. For example they undertake break and lunch duties and serve morning Trescobeas Toast. • The Student Leadership Team is also involved in some of the appointments of staff to the school. 	<ul style="list-style-type: none"> • Students with SEND are encouraged to apply to become a Tutor Group Representative or Prefect. • Students with SEND are engaged in teaching and learning forums, along with other students, to generate fully inclusive reviews based on the school-led initiatives and developments. Their work is sampled in line with that of other students to promote more specific discussions about learning. • Students encountering challenges during the school day are supported within the Triage system through the TIS (Trauma Informed School) approach to assist them. 	<ul style="list-style-type: none"> • Students with SEND are additionally supported through Provision Maps and Student Passports; using the Edukey programme. Also the students are supported through the IHCP (Individual Health Care Plan). • Students with SEND co-create a passport to communicate information about themselves about what they enjoy to their teachers as well as important things that they wish them to know. The student communicates what they find difficult and what this means, as well as how they can learn successfully and how they can help themselves, home can help and school can help. • Students with SEND and their parents meet with staff to review their learning termly focusing on wellbeing progress and achievements. The passport is regularly updated after meeting and re-shared with the parents students and staff through Edukey. • The learning is reviewed during parents evening or APDR process and the passport is periodically updated. The APDR meetings or conversations take place three times each year.

<ul style="list-style-type: none"> Learning Leaders often sample student voice through their learning discussions and work sampling to collect the students' knowledge and impressions of their learning, success and next steps to support our improvements. 		<p>Additional meetings can be scheduled should SENDCo and/or family feel it appropriate, based on the needs emerging.</p> <ul style="list-style-type: none"> We support students at key moments in their school life through the Well being Team and the Pastoral Team (Tutors Pastoral leaders and Learning Leaders). There is effective information sharing across the school. All colleagues work together and contribute to evaluations.
--	--	---

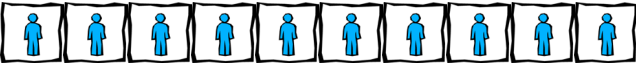


2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> The school welcomes support from parents and works in partnership with them. The parents of students receive termly school reports. In KS4 they also receive the results of their PPE and Trials exams, to share the level of progress. Our Family Learning initiative ensures that students and their families work together on specific aspects linked to learning and wellbeing throughout the academic year. This initiative acts as a highly positive supporting mechanism where all parties: students, families and teaching staff, work together and share the best practice that families can use beyond the classroom to help their children. 	<ul style="list-style-type: none"> Our families are invited to attend specific information evenings throughout the year on a range of topics as well as the more traditional parents' evenings, such as curriculum evenings, careers fairs, and work experience information, summer activity briefings, option evenings, Family Learning etc. The supporting documents for Family Learning events assist the students more deeply, where needed, after the Family Learning event at home. Any materials used during the events are always designed inclusively in mind so that all students can access them and benefit from this support. Parents/carers are fully involved in contributing to the discussions during the Assess Plan Do Review (APDR) meetings. 	<ul style="list-style-type: none"> Our parents and carers, as well as the students themselves are all supported and actively involved in all meetings about their child. For example: Child in Need meetings, professional meetings, PSP and multi-agency meetings. Parents' views are sought actively for the APDR meetings. Advocacy is available for the child through work with a trusted member of staff. Parents/carers are fully involved in contributing to the discussions during the EHCP review meetings. Child in Need meetings. Child Protection meetings. CIC Meeting (Child protection). Parent Autism Cafes.

<ul style="list-style-type: none"> • All members of staff have their own email and parents and carers can get in touch with a member of staff directly by finding their email on the contact list https://www.falmouthschool.net/web/contact_list/695500 This includes a tutor list (the first point of contact) , further pastoral SEN and academic support contacts are listed. <p>If your query is more general or not related to any of the contacts listed below, please contact our reception team at reception@falmouthschool.net. They will ensure your enquiry is directed to the appropriate person.</p> <ul style="list-style-type: none"> • Parents are sent the Falmouth Eagle, and are texted and emailed about school events for more individualised messages. • Parent can follow us on facebook and Instagram. https://www.facebook.com/falmouthschool/?locale=en_GB https://www.instagram.com/explore/locations/991253417/falmouth-school/ • Parents are informed early in the day by text if their child is missing from school. • At the end of the school day, students can join in numerous extracurricular activities and clubs and attend targeted support to help them with a particular subject. • All students in Years 7, 8, 9 & 10 have access to Reading Plus which tracks their reading comprehension and promotes literacy skills. • Parents are able use class charts to find key information such as their child’s homework, timetable and points. • Regular parents evenings, followed by a questionnaire. 	<ul style="list-style-type: none"> • SPARX Maths is available to consolidate learning out of lessons in Mathematics. Tassomai and SENCA are there to support Core Learning. Languagenut is used to support the students through their foreign language learning. • The interactive learning can be highly personalised to target specific students or specific learning theme. It focuses on precision teaching so that the students become stronger in their memory recall, comprehension skills, literacy and numeracy. • Graduated and targeted support is offered face to face. The sessions may vary in length and aspects covered to reduce a specific knowledge/skill gap. Students across all year groups might be offered targeted support within their classroom setting to focus on improving specific subject knowledge and skills before moving further forward. • A scheduled daily programme of after school learning support is offered to Year 11. • Parents are able to email staff regarding concerns or if they have any issues they would like to discuss. • Staff facilitate additional support / differentiation / scaffolding during learning and opportunities for the students to rehearse through a range of learning activities including visual learning. • Our curriculum well planned and resourced with write in dyslexia friendly booklets. 	<ul style="list-style-type: none"> • Parents are expected to support their child in reading at home and share ‘Reading for Pleasure’ as well as promote accessing activities through Accelerated Reader. • Our Autism champion provided attuned support to our Autistic students and provides them both individual and group support in all the aspects linked to conditions related to neuro-diversity and beyond. • Our Autism Champion works very closely with the SEND team and the wider staff and provides them with valuable contributions. • Families have opportunities to provide information for the school to maintain the collaborative approach. • All staff participate in SEND CPD. • Year-on-year all staff develop deeper expertise on how to support students who are neurodiverse through the active engagement with Autism Team Cornwall and the neurodiversity hub. • The SENCO and SEND manager have completed the training on the new neurodiversity Profiling tool. • The SEND Team uses the IDL dyslexia and dyscalculia screen to identify risk to students where potential concerns may be raised by teachers and parents. The SENDCo evaluates the student’s screen profile engages in professional discussions, discussions with the student and parent whilst looking more closely how the student accesses learning and how successful s/he is. The SEND team work closely with the Teaching Team Leader for English and Maths in supporting specific students in lessons or through a targeted intervention.
---	---	---




		<ul style="list-style-type: none">● The English Team Leader organises the Reading Plus Reading Tests and analyses the results.● Students are recommended to read specific books to boost their reading age, to enjoy reading of the texts which are more suitably matched to their current reading ability and to help them access a wide range of literature.● Parents and carers are given information on how their child could access this tool from home and it is essential that the programme is accessed frequently for it to have long lasting positive impact.● Student are encouraged to borrow and read suitable school library books and complete the quizzes to improve comprehension skills.
--	--	---

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to include all students. Regardless of the stage in their learning, all students have full access to the curriculum. • Students have access to a wide range of subjects, including academic, practical, as well as creative. The qualifications in Key Stage 4 include level 2 courses, such as GCSE and BTECs to maintain a breadth of subjects that enable students to maintain a range of future opportunities. School trips and field trips are part of the curriculum, to build up the essential exam skills in different environments, to embed their knowledge in practice and also to include the highly valuable enrichment opportunities. • In tutor time all Year 7, 8, 9 & 10 tutors read regularly every week to their tutees as part of Tutor Reading Programme. This is to enable students to settle into their learning routine, support their exposure to literacy in a different context and increase their vocabulary. • In 11 tutees experience subject driven tutor groups and receives specialist support in one of their target subjects. • Student data tracking enables staff to support those students falling behind trajectory regardless of the starting point. 	<ul style="list-style-type: none"> • Targeted support and intervention strategies happen across different year groups in varied ways. For example the SEND Team can use reading plus to provide reading support to dyslexic students who are not making progress with their reading age. • Students are motivated through the Tutor Reading Programme to embrace literacy through a positive and inclusive approach. • Teaching Team Leaders analyse data with their teams and they identify students to target to attend after school Year 11 subject lessons • Subject teachers also provide additional advice and support across all year groups within their lessons, based on the assessment results and end of unit tests. The supporting measures are reviewed after the next assessment cycle and the students are involved in the discussions with their teachers. • Literacy and Numeracy skills are transparently shared with all stake holders via the published curriculum and supporting booklets to assist students with structuring their answers, drafting their ideas, drilling the spelling and numeracy skills. By using similar supporting resources in different lessons students embed the core literacy and numeracy skills and transfer them more successfully across subjects. 	<ul style="list-style-type: none"> • Our students are supported in following their interests either through our partnership with local colleges or through school. We set the options system based on students' individual choices, and we adapt the curriculum to meet the needs of students with SEND. • We fully engage the students in the National Curriculum by supporting them through their option choices. All students are given opportunities to access English Baccalaureate, as well as creative subjects. We would consider disapplication when absolutely necessary. • Teacher often work closely with specific students to reduce the gap in specific subject area through a highly personalised approach. • External colleagues from SEN Cornwall, such as The Visual Impairment Team, The Hearing Impairment Team, Physical and Medical Needs Team, The Autism Team and Cognition and Learning Team work closely with specific students and teaching staff to develop the best practice. They also support the transition process.

<ul style="list-style-type: none"> ● Assessments are scheduled to measure the students' learning journey when it is appropriate to do so. ● Reading tests are conducted across the year in KS3 and Year 10 to identify the students' progress in reading comprehension and to support the teaching. ● Careful consideration is given to the transition information from the primary school to continue developing the learning of all students in their new setting. ● Progress information from data sheets is analysed and students who are not progressing in line with their peers with the same starting point are identified. In order to support the students most appropriately, further steps are taken: student discussions, work sampling, collating feedback from staff and specific information gathered. ● All class teachers are increasingly aware of how to continue challenging students and how to provide scaffolded support to the students who may be lacking a specific skill or knowledge within their subjects. The information about progress is often shared within teams and across the school to celebrate students' achievement, to recognise milestone progress and to identify common approaches for support of specific students. All the above provides evidence leading to potential discussions with a student and identifying specific support needs and next steps. 	<p>The resources support their processing skills and memory.</p>	
--	--	--

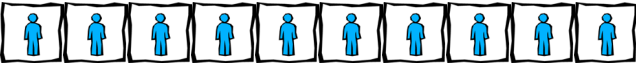


4. Teaching and Learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Across the school we maintain a range of 'dyslexia-friendly' strategies to teaching and learning. • Autism friendly strategies. • Sight/hearing impairment strategies. • Lessons are planned so that students are clear about the Essential Question and modelling is part of the learning strategies. Where appropriate they are clear about how to achieve a particular standard in the lesson and or an assessment or piece of homework. • To support the learning process, students have learning booklets which include: dual coding; memory recall; defined key words; 'me' 'we' 'you' modelling, independent practise and essential questions. • Assessment for Learning and Adaptive teaching using mini white boards. • Clear consistent and embedded behaviour curriculum consistently celebrating positive achievements and providing consistent boundaries. • May subject provided learning mats such as number lines, table, sentence builders, maps, and periodic table. • Low stakes testing is being further embedded with the students to support precision teaching and to drill the core skills and knowledge that are essential for further progression. 	<ul style="list-style-type: none"> • Resources for some subjects are uploaded into the Google Classroom to support the learning content and encourage independent learning. Students can communicate with their teacher to access more support or reassurance remotely. • Successful learning strategies are implemented following the process of assess-plan-do-review cycle, based on achievements the curriculum content and current barriers. These are shared amongst student, parent/carer and relevant staff so that there is consistency of approach in supporting students across the curriculum in the classroom and beyond. • Class charts and the student passports celebrate what the students enjoys and their achievements. They indicate how support will be provided to focus on advancing learning further forward with an input from individual students about what works best for them and how they would like to be supported. • Opportunities to work with a positive peer and to be placed in key accessible seating are given. These are subtle but important support mechanism and also benefit well being which enhances learning. • Within the lesson a teacher may focus 1:1 with a student for an episode to give intensive coaching and modelling. 	<ul style="list-style-type: none"> • Students are supported internally or externally, depending on their needs. • For example, support for students with hearing impairment is provided by the external services who closely work with the school to make sure that the support is personalised and current. • The ASD Champion supports students with autistic spectrum tendencies through meetings, focusing on learning strategies, organisation or emotional support, based on the needs and relevance. • The Wellbeing Team provides support for individual students with specific aspects linked to their emotional wellbeing. The aim is always to provide a calm, supportive environment and aid the students to resume their learning. These facilities are accessible to students during break and lunchtime as well to enjoy a range of support. The Wellbeing Team provide highly tailored workshops to individual students or small groups to improve their interpersonal skills, increase their emotional resilience, or reduce their anxiety, frustration through a nurturing and TIS (Trauma Informed School) technique. • Students with a wide range of needs are supported in school wherever possible by a range of outside agencies and outreach to parents and carers is

<ul style="list-style-type: none"> ● QLA sheets (Question Level Analysis) indicate to students and parents specifically the areas of success and areas to improve on. This is in the exam context so that the students develop a deeper understanding of the exam strategies over time. ● Learning Language and tier 2 vocabulary is implemented across the school is familiar to all students and it makes learning more uniformed across the subjects so that the high expectations and positive learning routines are maintained. ● The School frequently uses visualisers in the classroom to explore modelling and scaffolding through different means. ● Students are led to be highly reflective and acutely aware of their current skills and knowledge at any one time so that they can reflect and systematically drive their own self-improvement and continue progressing. Purple pen time enables all students to access deep-learning according to their ability and needs so that they fully understand key errors made and remedy this. ● Students are mostly taught in mixed ability groups in Key Stage 3 (year 7, 8 and 9) with some setting in maths and science in Year 9. ● Students are taught in some mixed ability groups in Key Stage 4, Maths and Science is Tiered by Foundation and Higher as per the exam board curriculum. ● Some groups are smaller in order to provide more personalised learning. These groupings may be broad but all students are appropriately challenged to progress. ● All students in Year 7-10 undertake standardised Reading Assessments three times a year to examine reading comprehension skills in relation to their chronological age. We consider it essential for all 	<ul style="list-style-type: none"> ● Some students are supported to record their answers in alternative ways for example using a lap top to record English and Humanities answers in a digital version of the booklet in a google drive shared between the student parents and teachers. ● Special examination arrangements are put in place for students in internal and external exams including extra time. The impact of the extra time given to the students on their exam performance is evaluated. Evidence of additional support provided and the impact is collated at milestone points. Work completed in extra time is in a different colour pen. ● These arrangements are trialled and developed before the examination concession testing to establish what works best for a student and to pre-assess what a student might need. ● The concession testing is a very complex process that identifies what examination arrangements a student might need. ● SEN Services South West support us with our exam concession screening. ● The examination arrangements are put into place and frequently reviewed with a student and the progress is monitored so that a student is familiar with the exam environment and the system in place to maximise their potential. 	<p>provided by the school's shared community PSAs (Parent Support Advisors).</p> <ul style="list-style-type: none"> ● Compass provides a calm place which brings together: an intervention class room (H5) managed by the SEND manager and the SEND Team, a well being room (H4), the SENCO (H3a), and the Pastoral and Learning Leader Team (H3). There is a circle of emotionally available adults in Compass which a student might access to receive focused support with their learning or to access emotional support. ● TIS work is carried out with specific students, based on their ACE score assessments in BASE or Wellbeing by specially trained staff to assist them throughout their school life. ● Learning Leaders engage in monitoring specific students through their own check-in system to support their inclusion positively so that they are in the right mindset ready for the school day. ● Outside agencies are utilised. ● The SEND Team frequently meets with students to maintain the relationships and to provide support to students who might need advice or a helping hand at any stage during the school day. ● Students with heightened needs have an agreed adaptations to give them greater more flexible access to the circle of emotionally available staff. This support may be very occasional, or short-term and agreed with the student and/or family to ensure that the student feels supported. ● Compass is used to support a wide variety of students presenting a range of needs, social emotional, academic or developmental, with a wide variety of staff and outside agencies.
--	--	---

<p>students to engage in Reading for Pleasure throughout their school learning journey.</p> <ul style="list-style-type: none"> • Reading Assessments enable staff to recommend the most appropriate reading material and to further personalise students' learning. • We expect all students and their families to positively embrace Reading for Pleasure. • The school is heavily focusing on literacy and numeracy across the curriculum so that students can transfer these skills more smoothly across the subjects. • A consistent focus on reading and comprehension skills better enables the students to access their exam papers in all subjects and helps to prepare them for life. 		
--	--	--




5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Lesson routines have been developed across the school so that students are able to build up self-confidence and rapport when moving from lesson to lesson. • Lesson phrases are used to reduce cognitive overload and communicate clearly the expectation. For example 'hands free eyes on me in 3 2 1' and 'show me in 1 2 3'. • The presentation in the booklets is a consistent format across the subjects. 	<ul style="list-style-type: none"> • Information is in the website, and posters are distributed throughout all learning spaces and common areas regarding who to go to for help, how to report inappropriate behaviour and how to seek assistance regarding incidents and safeguarding concerns. Students are signposted to named individuals and/or specific areas of school to receive support. • In lessons there are seating plans and classroom based staff review them frequently to ensure students 	<ul style="list-style-type: none"> • Task Management Board (on mini white board) – students may use these to raise their level of independence. Classroom-based staff may offer step-by-step instructions per task or set of tasks to provide more visual clues for the students to stay on task and to follow each stage with increased success. These would be put into place over time in lessons most appropriate for the student and the most appropriate learning activity. Families can have these at home to reinforce the effectiveness of this tool further.

<ul style="list-style-type: none"> • The booklets have dual coding and friendly fonts. • The booklets include defined Key Words. • Posters and wall art is visible throughout the school promoting British Values, Wellbeing and Positive Behaviour. • We promote a growth mindset when entering all the learning spaces. • Students are encouraged to reflect on their own spiritual, moral, social and cultural development whilst being respectful to others also. • Many departments have laptops or Chrome books, and we have 5 bookable class suites of computers. As a consequence, learning often can be interactive, independently led by the students and engaging them through a rich diet of interactive and visual learning. • Class charts is used to enable staff students and parents to communicate and signpost other online learning such as Google Classroom and subject homework platforms. Google Classroom enables staff to provide the resources that they and (and other Trust staff) have crafted such lesson material, specification documents, and revision resources leading to an assessment or an exam. • All students have an email account so that they can develop written communication skills and ask for advice from their teachers or a friend. • Access to ICT facilities in the library at lunch time enables students to lead their own learning. • Achievement awards and praise events serve as motivational tools for students to lead their learning further forward and get actively engaged. Everything is celebrated and we want to know about all the highlights in and out of school to celebrate our young people. 	<p>are able to access their learning and also foster skills of working with their peers through student-led activities.</p> <ul style="list-style-type: none"> • Colour overlays, pens grips, silent fidgets, earloops, autism communication bands and fans, and pen chew tops are available in H3a from Mrs Penrose. • Students who needs financial support due to hardship to purchase a calculator / resources and revision guides which receive it. • Students have access to dictionaries, glossaries and thesauruses to develop their comprehension skills. • Classroom displays often feature references to the key terms, exam specific terminology, core skills and knowledge that students might find supportive and these assist them to lead their own learning further forward through a discrete level of support to boost their confidence. • Students can communicate through email / class charts regarding homework tasks, to query the assignment details etc. This gives them the opportunity to seek timely advice not only from the teachers but also from their peers, through the announcement features. • Many subjects uses specific vocabulary mats for students to use in non-assessed tasks. Students may be recommended to use them to support their technical vocabulary use and or to transfer skills between subjects. • Use of highlighters by students and staff is often incorporated into learning to highlight the most important words and/or the best features of their work. Visual learning strongly supports memory retention and recall. • Learning through mini-boards to write down the answer and confirm the answer before writing it down 	<ul style="list-style-type: none"> • Glossaries and key words may be provided by the teacher to help students develop a deeper understanding of the terminology within a topic/unit. • Where a student might benefit from using ICT for longer tasks or assessments to maximise their outcome, this is put into place over time through gradual adaptations and evidence gathering processes to ensure that support is effective. The staff evaluate the word processing skills versus handwriting skills to identify the best means of completing the tests over time. • Revision ideas, mind mapping and flashcard making support takes place in tutor groups and in subject lessons to demonstrate students how to develop their learning skills leading up to the assessments. Additional support is offered to those students who might be benefiting from more guidance on how to manage this. • Additional meetings with students and parents/carers take place in Year 11 prior the exam season to ensure that the student is well prepared to focus on the exam preparation and this crucial time of the school year. • Where a student might struggle to study at home, deployment of personalised support is considered to facilitate the opportunities within the school day by individual staff based on exploration of what might work best for that student. • Referrals to community support / external agencies. • Practical assistance with physical needs and needed and when appropriate.
---	--	--




<ul style="list-style-type: none"> ● There are resources available in each classroom to promote independent learning. ● Five Golden minutes of silence is often used to ensure that it is the students who are doing the work in class and that they can focus to produce their best work. They need time to embed their skills independently, consolidate their learning, answer evaluate questions and problem solve. ● Students may be signposted to different interact websites / apps where they either can rehearse learning through quizzes made by the teacher or design their own. ● All Year 9 Students are invited to join the Duke of Edinburgh Award Scheme at Falmouth. 	<p>in books, fully enables the students to structure and re-draft their answers if they are not sure and also practise skills and knowledge in different ways.</p> <ul style="list-style-type: none"> ● Students may be assigned individual assignments through interactive websites, Educake, Vocab Express, Active Learn, Kerboodle, GCSEPod, Seneca Learning, Kahoot, Quizlet, Memrise, Quizzes etc where staff offer them personalised support. Students can then focus on the specific aspects required to pre-learn or further embed knowledge and skills. ● Family Learning initiative offers sessions that are directly linked to learning, self-help and independence and these sessions are designed to specific support at key times to ensure all the key information is shared with the parents and the students are successful. 	
---	---	--

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ● PSHE (Personal, Social and Health Education) lessons are delivered by a specialist team within the timetable.. ● The school follows the Cornwall curriculum for PSHE and Sex and Relationships Education. There is a named coordinator for the Trust PSHE programme, Miss Holly Filkins. ● Self-esteem, what it is, how to maintain it, especially under stress etc. is a big part of the PSHE curriculum. ● Student Leaders are selected to work as peer mentors and to offer informal social/emotional support to Year 7 students and tutor groups to aid the transition process. ● We have a regular visit from the school nurse service team who make themselves available to all students. We also we operate a C-card system in house, and the Green-card and Blue-card schemes where students who are Fraser competent can access confidential healthcare support through and from our partnership with local GPs. ● The Wellbeing and Pastoral Team are highly experienced and can deal with a range of issues as they arise. 	<ul style="list-style-type: none"> ● The Wellbeing Team assists vulnerable students at break times and lunch times. Also, the team carries out individualised sessions with small groups or individuals to overcome specific barriers to learning and to enhance wellbeing positively. ● The SEND Team provide a safe space in C11 for students to attend at break and lunch time and be supported with social interactions such as joining in card games. ● Sport and music are both inclusive at and students of all abilities and with all talents are supported to contribute to the highest level possible. ● Increasingly students with additional needs are encouraged to support each other formally and informally. ● Student Leaders with SEND are selected to work as peer mentors and to off enhanced transition support to Year 7 students with SEND to aid the transition process. ● The sensory room provides a safe space for students needing sensory regulation. 	<ul style="list-style-type: none"> ● Music therapy experiences can sometimes be provided for a term to support student with an enhanced transition / build confidence / support students who are struggling to engage in other aspects of school life. ● Additional support for students and their families can be accessed from: <ul style="list-style-type: none"> ● The Early Help Hub. ● CAMHS (Child/Adolescent Mental Health Services) ● Dreadnought ● Penhaligon Friends ● APA Academy short stay schools for example CHES. ● Students with a range of individual needs have a 'go to circle of emotionally available adults' at compass which they can access. ● A 'adaptation card' may be provided for a student to manage a SEND need, however this has to be balanced with safeguarding considerations. ● The Wellbeing and Pastoral teams are safeguarding trained. Safeguarding students is a high priority and something which is thought about and dealt with at every level. ● Individual Health Care Plans are put into place for students with specific health conditions. The




		<p>student and family are involved in this process and the information is then shared with the staff to maintain their health and wellbeing whilst on the school site. This information is also supporting their wellbeing whilst participating in extra-curricular activities and school excursions.</p> <ul style="list-style-type: none"> • Students with injuries are assessed and given their own PEEP documents in case of evacuation. Also, this information is distributed to appropriate staff. • Personal Evacuation Chairs are distributed across the site to maintain high level accessibility in any potential emergency situations arising. • External professionals such as occupational therapists meet with students in college as required.
--	--	--

7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students are invited to attend trips, fixtures, music events and activities on our annual activities week. • All students apply social interactions as part of being in a tutor group with their tutor and their peers. Also this is reinforced during the specific PSHE, P&E sessions and tutor based activities. 	<ul style="list-style-type: none"> • A wide range of students, representative of the student body as a whole are encouraged to join and contribute to the Student Leadership Team and the focus groups. • Students are encouraged to lead activities across the school to increase their social interaction opportunities and they are supported by the adults as appropriate. • The SEND Team provide a safe space in C11 for students to attend at break and lunch time and be 	<ul style="list-style-type: none"> • Students who struggle with homework can communicate through Google Classroom directly with their subject teachers to get advice. The parents and carers can support their child through the Google Guardian facility as well. • PE lessons are supported appropriately, sometimes students are deployed to work in smaller groups, so that everyone is included at their level and can develop their skills at the same pace as other students with fewer special needs.

	supported with social interactions such as joining in card games.	<ul style="list-style-type: none"> ● Risk assessments are carried out to ensure the students are facilitated the access of an activity, such as an extra-curricular activity. The aspect of safety is considered when participating in the mainstream curriculum and additional care provision is considered.
--	---	--




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

<p><i>Whole school approaches</i> <i>The universal offer to all children and YP</i></p> 	<p><i>Additional, targeted support and provision</i></p> 	<p><i>Specialist, individualised support and provision</i></p> 
<ul style="list-style-type: none"> ● The school is a multi-level site with many stairs inside and outside the building. There are ramps and a lift for students or adults in wheelchairs to access areas of the school. ● Additional pathways have been built to aid the accessibility across the school site more smoothly. ● We have a disabled toilet and physiotherapy room. ● We have gender inclusive toilets and unisex toilets. ● Jo Guest is our Designated Safeguarding Lead supported by the Safeguarding Team. https://www.falmouthschool.net/web/safeguarding/677764 ● The school site is an uplifting 'can-do' environment where staff are focussed on providing a supportive, inclusive and positive learning environment. ● The physical learning environment has been enhanced further recent building work and decoration. ● Safety in practical lessons is taken very seriously, for example, students have to be given a health and safety instruction for the use of the equipment in DT, a sewing machine certificate and pass their Bunsen burner test in 	<ul style="list-style-type: none"> ● Students with a disability are supported to be fully inclusive in lessons. Sometimes they will have planned time out in Compass in H5 for example to take visual rest breaks. ● Students are supported in order to access all the aspects of curriculum, including physical education and drama, where they may be given a range of tasks. 	<ul style="list-style-type: none"> ● Some students need access to specialist equipment. This is purchased so that students can use it and be included in all activities. ● Students with a high level of support are involved in frequent discussions to review their success in accessing the environment and new strategies are always considered to support the students. ● Visual Impairment Team and Hearing Impairment Team regularly visit the learning environment to collaborate with the school and reviewing the provision to support individual students. ● Sensory walks are offered to individual students to support them in accessing the classroom environment and all the learning spaces so that they feel comfortable and can engage in their learning throughout. ● Access to the sensory room.

science in order to be allowed to use these items of equipment.

- Students with a diagnosed need to have movement intervals in their lessons can take a movement break to H5 and back during stationary lessons.

9. *Transition from year to year and setting to setting*

<p><i>Whole school approaches</i> <i>The universal offer to all children and YP</i></p> 	<p><i>Additional, targeted support and provision</i></p> 	<p><i>Specialist, individualised support and provision</i></p> 
<ul style="list-style-type: none"> • We have a first class transition programme: staff hold meetings in partner primary schools, school publications are sent to provide more information in the decision-making process, we hold open evenings and evaluate our programme with partner primary headteachers after their visits to their former students in the Autumn term of Year 7. All prospective new students are given a Welcome Pack with all the key information for parents and students. • Years 5 and 6 experience their Taster Day and Welcome Day and are forging relationships with their secondary school. • Transition booklets are circulated to the primary pupils to become familiar with their secondary setting prior their arrival. • A number of curricular activities take place for our local primary schools that may involve sports, creative arts, music or humanities. These initiatives support the primary students to develop new relationships with the potential teachers, older peers and develop a deeper understanding what their future learning may be like. • Our Learning Leader for Lower School (Year 7 & 8) collaborates with the primary schools to collate the information and establish relationship with the new students. He is supported by the Senior Leadership Team and the SENCO in this process. 	<ul style="list-style-type: none"> • Students with additional needs are identified by partner primary schools and additional communications take place to gather more detailed information. The SENDCO gathers the information during the academic year and support is triangulated between the primary and secondary staff in Spring and Summer. • Settling into secondary school may take longer for a student and this is taken into consideration. • Additional transition visits may take place and additional colleagues may be involved by supporting the student, the primary school and the family. • Additional transition visits may take place at different times of the day to develop understanding what it could be like studying in the secondary school and these occur in Spring and early Summer Term. • Across the year groups students are engaged in a career programme that is enriching their understanding of the career options and raising aspirations. • Assemblies take place periodically to highlight Work experience requirement and post 16 routes and time frames. 	<ul style="list-style-type: none"> • Staff are able to visit students in school who have transition plans or plans linked to their specific needs. Students with concerns about transfer or others who might benefit are able to visit The Roseland as many times as appropriate to make it a positive process. • Visual support is available to help the transition process where required to enable the primary school and family to support the pupil during the transition process. • A sensory walk may be provided for a student where relevant to provide sensory support. • Where appropriate, a student might be accessing support from the Wellbeing Team in order to manage the transition successfully and develop the self-confidence to access the lessons fully. • On transfer to 6th form college students with additional needs are given more time with the careers advisor and additional documents are sent to college to support the flow of relevant information, all designed to make sure that needs are met in the new environment. • Career South West practitioners engage with the specific students including those with an EHCP to support them in fostering their own ambitions,

<ul style="list-style-type: none"> • Student transition to post 16 is supported with interviews and careers guidance. All students are seen and coached on career choice and their potential pathways. Career support can be carried out in tutor groups, in small groups and one-to-one as well. • All Year students participate in Falmouth Sixth Taster Days in the summer term, where they access the Sixth form area and try out lessons in subjects they are considering studying further. This very much contributes to the future choices. • All students are given support in their PSHE lesson with research CVs and applications. They are given guidance on dress code and how to interact when undertaking interviews. 	<ul style="list-style-type: none"> • Where students wish to pursue an apprenticeship, support is given to conduct research, and send a letter of inquiry and application. • We encourage students to participate in NCS - National Citizen Service - at the end of Year 11. The students who engagement in this initiative benefit from the positive transition support into training and life 	<p>facilitating career support and additional transition activities</p> <ul style="list-style-type: none"> • Additional taster days and/or transition visits are organised, based on the needs of an individual student/a group of students, or based on the discussion with the family and the education provider.
--	--	--

Services and organisations that we work with:

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.

Answers to Frequently asked Questions

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

Students often tell us themselves: they communicate with their tutor, subject teachers, Learning Leader or speak to a member of Wellbeing Team about their concerns. We assess all students strategically during the academic year to determine their progress throughout their Learning Journey. Apart from their current progress, the sheet tracks their behaviour for learning, poor behaviour indicates the student is unlikely to meet their target and is likely to be struggling and or falling behind. All classroom based staff also have their own class data sheets where they monitor the progress of their students. In addition, learning walks carried out by members of the Leadership Team, SEND Team, Raising Standards Team (RST) with the teaching staff, provide opportunities to celebrate progress and achievement and also identify support. Students often participate in small group or one to one discussions about their learning with adults to gather feedback and identify the achievements or support needed. Work sampling takes place to understand how students learn and to evaluate how the students are progressing. Staff are identify any indicators for developmental or behavioural conditions are the barriers to learning and provide supporting evidence when talking to parents, carers and other specialists where relevant. Periodical reading tests help us to review students' developments in cognition and literacy comprehension in order to deploy additional literacy interventions and exam concession testing.

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

Talk to your child's form tutor first. They will inform the SEND Team. If you wish to share your concerns directly, you can ring or email the school.

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

We all are, you, your child, and the staff in the school. If we all work together we can be sure that we will get the best out of students during their time with us. You only get one chance to benefit from your secondary education, so it has to be right.

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

All students follow an inclusive curriculum which is adapted where necessary to meet their needs and assist them to make progress. Students may access different levels of support in the classroom, to develop their understanding and skills. We teach students in mixed ability groups from the outset, from Year 9 some students are taught in a higher tier class for maths and science. In all our lessons we try to do practical tasks, as well as focus on longer writing tasks. We model the tasks and we rehearse the writing and reading skills with the students to deepen their learning and independence. In our CPD we have developed more skills linked to modelling and scaffolding using the visualisers which support all students and shares learning further. All students have access to the full range of GCSE grades at the start of their learning journey and they move through those grades based on their individual progression over the years. Where students are taught in mixed abilities, they can develop their learning behaviours and cognitive skills through peer modelling, and differentiated support.

How will school staff support my child?

By checking on all available information, listening to students and parents and working in partnership to support students to have high aspirations and get the very best out of themselves during their time with us. We are constantly checking to make sure students are progressing and are happy and secure. We engage in specific discussions with the student where concerns are raised in order to establish the cause. Based on our initial findings we direct our further steps. This might mean to look through a student's work to generate an overview, to conduct 'student shadowing' to develop a broader picture or deeper understanding of a specific learning aspect, to collate views from the subject teachers, review the data and based on any of that or all of that we agree with the student and parents the support to put into place. Students on the Record of Need have their own Student Passport and this incorporates all the support provided, including the family at home. The parent and students can review the students learning three time a year with the teacher / Tutor / SEND Team. We are also currently developing Learning Plans to underpin the passports. Additional meetings may be agreed at crucial times during the exam season and based on the needs of the child. All meetings notes communications and required actions and follow up are recorded on the Provision Map log. Parents' Meetings facilitate the discussion on progress and exploration of potential further support required. The information on the SEN register/Edukey Provision Map is updated frequently, based on the newly-emerging needs and staff information about an individual child's needs so that the support is implemented in practice. Parents and carers are encouraged to participate in our Family Learning initiative where specific workshops take place to support the students in particular aspects of learning, such as End of Year Exam, interactive learning etc. School is always updating their own CPD programme to make sure that the good practice is shared amongst staff and different ways of supporting are explored.

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

In Years 7, 8 and 9, all students receive their progress data sheet at the end of each term. In addition, they receive an annual progress report. Students in Year 10 and 11 receive their progress data sheet at the end of each half-term in order to measure their progress towards their GCSE exams more closely. Based on a student's average Key Stage 2-point score, the trajectory target is projected. In Key Stage 3 (Years 7, 8 and 9) students are measured based on their flight path progress: Launching, Developing, Securing, or Mastering. In Key Stage 4 students are measured according to their current progress, at a GCSE grade 9-1. We do not put a ceiling on any one child's progress. All the students are encouraged to aim high and have access to attain the grades 9-1. We are aware of where each student should be heading and we monitor the rate of progress over time. Assessments, end of unit tests, trial exams and PPEs enable us to assess students accurately.

Targeted support is deployed to address any weaknesses specifically in Key Stage 4. If your child is falling behind trajectory, the subject teacher or Learning Leader would be contacting you with further information and plan action together with you and your child. This might involve targeted support, remote targeted support linked to a specific topic/skill, discussion about different strategies and supporting resources, some 'in class' adjustment, support from you at home and/or a plan put into place by a class teacher or the SEND Team and other specialists. In KS3 the support might be deployed through different homework task, the whole class intervention or through DIT (Dedicated Improvement Task) activities in their timetabled lessons.

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

We want students to achieve their very best and to be happy during their time in school. We have a very active Wellbeing Team which combines the more traditional functions of the pastoral aspect, as well as looking at emotional Wellbeing, behaviour through a very close collaboration with Pastoral and Learning Leaders and our Attendance Officer. In addition, the Wellbeing Team communicates very closely with the SEND Team so that we can look at the child as a whole and not in isolation. The student surveys demonstrate that the students enjoy school, the support they receive and also actively participate in maintaining their wellbeing themselves.

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

By listening to what they say and reporting anything of concern to us. Students score us extremely highly for feeling safe in all sorts of environments in school both when supervised and when in more unstructured environments. Students know where to go when worried or wishing to report anything linked to their Wellbeing and safety. Posters are distributed throughout the school to inform them who are the designated colleagues to help them. The learning routines are well-established and monitored frequently by learning walks and uniform checks which enable us to spot check on safety. The Roseland Academy was rated 'Outstanding' by Ofsted in all areas in 2017. This includes Safeguarding and Personal Development, Behaviour and Welfare. Additional information is on the school website for the parents, such as regarding the use of social media and how to be Internet safe. Digital Parenting Magazines are circulated to the parents when they are published. For the students, assemblies take place to support health and safety as well as a range of PSHE topics with a focus on health and safety too.

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

All staff, particularly our Wellbeing Team, are highly experienced and their work has been long-established in the school. The Wellbeing Team are known to all staff and students. We have staff trained in educational support, with additional qualifications linked to SEN, dyslexia and autism, and who are skilled in social work, parental support work and our own counsellor to work with students 1-2-1. All staff are upskilled regularly on the SEN provision and the procedures in school to maintain this support through staff training. In addition, we have TIS (Trauma Informed School) trained colleagues who carry out specialised work with specific students as appropriate.

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

Our SENDCO Robin Penrose has: a Masters degree; 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.

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.

How will my child be included in activities outside the classroom including educational visits?

We take steps to ensure that activities include all students, and we also take safety seriously talking to parents individually if there are any concerns about a particular visit and their child's place on it. Pre-visit meetings may take place with the SEND Team, the student and family to discuss the activities and prepare the student for the change of routine. Additional risk assessments may be undertaken, in order to take into consideration any additional needs arising, as relevant to a particular student at that time.

How accessible is the school environment?

Falmouth School is a multi-level site with many stairs inside and outside the building. There are ramps and a lift for students or adults in wheelchairs to access areas of the school. The school has additional pathways to enable wheelchair access.

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

Transition is from primary to secondary, from Key Stage 3 to Key Stage 4 when students choose their options at 16+. Learning Leaders collaborate with the previous and future educational establishments, depending on the transition milestone. The Learning Leaders communicate together and share information to ensure there is a smooth transition between the educational phases within the school as well. Through the established networks, we have a wide range of activities, procedures and intervention from outside professionals to support transition at all these key moments in a student's school career. Students, parents and carers are informed about events supporting the options choices leading into Key Stage 4. Also, they are informed of all the events relating to the work experience and the post-16 education opportunities through a range of assemblies, open evenings, and student's individual meetings with a careers adviser.

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

Our local offer shows that we use the resources available to the school to support all students here with what they need to be successful. Students who need greater individual support on top of what is available to everyone, are supported by the range of individuals liaising with them through specific supportive approach, linked directly to their needs.

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

We are led by how the student is progressing matched against their personal targets, expectations and their emotional wellbeing. We collate information from all the stakeholders and we decide what might work best to reduce specific barriers. We regularly assess all students and our concerns are communicated to parents and carers.

Who can I contact for further information?

In the first instance you can contact your child's tutor, then a member of the Wellbeing Team, their Learning Leader or the SEND Team.

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

In the first instance please contact a member of the Wellbeing Team, we will be pleased that you are giving us some information we do not know because this is at the core of our work in school, making sure we support students so that they can get the very best out of their time with us. Working in partnership with you, we will do our very best to make any necessary changes.

How is your Local Offer reviewed?

Consultation on the website and through the normal channels e.g. student consultation, parents/carers and then to Trustees for further discussion and possible changes.

Who are the Learning, SEND and Wellbeing Team?

They are a group of staff who are focussed on supporting students to have the best academic and social experience during their time in school.

See our website contact list:

https://www.falmouthschool.net/web/contact_list/695500