



Falmouth School

## SEN Policy and Information Report



Date **Autumn 22**

Our purpose is to realise the Trust's vision: "where everyone succeeds". We pride ourselves on our Trust Values: Kindness, Responsibility and Ambition and hold these at the centre of everything we do.

Other relevant documents include: [Children in Care Policy](#), [Behaviour Policy](#), [Attendance Policy](#), [Safeguarding Policy](#), [Disability Policy](#).

We have a whole school inclusive approach and foster a positive culture; all of our staff care deeply for students and work together as a team to achieve our vision.

Student who are identified as SEN will be supported, alongside all Falmouth School students, to embrace their curriculum and school provided opportunities to grow in to mature, ambitious, resilient young adults. Where students experience challenges, we take considered, effective action to build resilience and support success.

Our school day starts with registration in tutor groups where key messages are shared, the learning routine for the day is established and students are sported to be learning-ready. We incorporate formal assemblies, numeracy. Literacy and PSHE in to this time to enhance students' learning and share our vision of a love for learning.

We encourage all student to aim high and be aspirational and we assess students periodically to identify where different types of support may be required. Students are given opportunities to join a myriad of extra-curricular events as well as to take on leadership roles in school to support our school and local community.

Falmouth School's SENCo is Carly Brooker who is also the Deputy DSL and Designated Teacher of Children in Care. Our SENCo works collaboratively across the Trust and with the welfare and teaching and learning team in school.

## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision	Specialist, individualised support and provision
<p>Students' views and opinions are valued and positive relationships are fostered between students and staff to ensure that students feel able to approach staff.</p> <p>We have a Junior Leadership Team. Every tutor group represented. JLT meeting discussions taken to SLT meetings half termly. Governors annually.</p> <p>Student Voice surveys and Student focus groups take place regularly and our Head Students relay the main priorities to our Senior Leader Ship Team.</p>	<p>We have SEN specific student voice groups as well as having SEN students recruited in to our Junior Leadership Team.</p> <p>Students with SEN who encounter a challenge can access our welfare base where there is someone available to listen and assist them.</p>	<p>We work with a wide range of outside agencies: Hear Our Voice, Autism Spectrum Team, Educational Psychologist, Occupational Therapy Team and Visual Impairment Team.</p> <p>Students with SEN have a guidance passport that is reviewed and shares with voice and key strategies to teachers.</p> <p>We have key adult support and mentoring interventions in place for students who require routine additional opportunities to talk with adults.</p>

<p>We have a range of student led groups such as Anti-bullying, Eco-team and Restorative Justice team</p> <p>Peer to Peer support group with drop in sessions run on Tuesday and Thursday lunchtime.</p> <p>All students start the day in tutor time where they are supported and listened to by their tutor.</p> <p>We have inter-House sporting and academic events.</p>		
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## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<p>The school welcomes parents and working in partnership with them.</p> <p>We have Parents' evenings annually.</p> <p>We have specific intervention evenings for parents, for example, family learning, revision and exams information etc</p>	<p>Our families are invited to join a range of events throughout the year including Dyslexia Information events, parent hubs, exams information events etc</p> <p>Our SENCo is available at each parent evening and event.</p>	<p>Students' guidance passports are routinely reviewed in partnership with parents.</p> <p>Students and parents are supported to actively participate in multi agency meetings in school like TACs, Annual Review and ChINs.</p>

<p>We have an open evening annually to welcome potential new students to the school.</p> <p>We routinely send home information to parents about their child's progress academically as well as praise points, attendance and punctuality.</p> <p>We have a variety of celebration events throughout the year where parents are invited to celebrate the successes of their children with us.</p> <p>There is a range of communication including a weekly headteacher's letter, social media updates and the school website.</p> <p>All members of staff can be emailed with queries: <a href="mailto:enquires@falmouthschool.net">enquires@falmouthschool.net</a></p> <p>Tutors do a half termly wellbeing call home to discuss how students are progressing in school and are available as a first point of contact for parents and students.</p> <p>Parents are informed by a text message home if their child is absent from school.</p>	<p>We have a range of programmes to support parents to encourage good learning and revision habits from home including Tassomai, IDL, Maths watch etc</p>	
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Learning Leaders and Welfare Leads are available to be contacted by telephone or email.		
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### 3. The curriculum

Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
<p>Falmouth School offer a broad and balanced curriculum including opportunities for all students in Years 7 and 8 to experience Art, Design and Technology, Music, Food Technology, PE, Graphics, Textiles, Photography, French, Spanish, History, Geography, RE, Drama, Computer Science and ICT along with the basics of English, Maths and Science.</p> <p>In tutor time, a love of reading is fostered with a class reader and “First Chapter Tuesday” to introduce students to a range of literature.</p> <p>Students are supported through the GCSE options process in Year 9.</p>	<p>Teaching Team Leaders analyse data with their teams and they identify students who would benefit from targeted support in Key Stage 4 so that specific support is offered at the appropriate time to maximise their progress.</p> <p>Targeted support and intervention strategies happen across different year groups in varied ways.</p> <p>Students are motivated through Tutor Reading Programme to embrace literacy through a positive and inclusive approach.</p> <p>Literacy Boxes assist students with structuring their answers, drafting their</p>	<p>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</p> <p>Student Passports for children with SEN provide a range of strategies to classroom teachers to enable differentiation and inclusion in class.</p> <p>When the need is identified (following consultation and recommendation with external agencies) there is a review of the main school curriculum offer to a pupil to ensure the curriculum needs of the pupils are met.</p>

<p>Teachers utilise Inclusive teaching strategies with differentiated learning pathways.</p> <p>Good independent learning routines are supported by after School homework club.</p> <p>Careful consideration is given to the transition information from the primary school to continue developing the learning of all students in their new setting.</p> <p>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.</p>	<p>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</p>	
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#### 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>
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<p>Across the school we maintain a range of 'dyslexia-friendly' strategies to teaching and learning. The school is working with Local Authority Colleagues to gain accreditation as a Dyslexia Friendly School.</p> <p>Lessons are planned so that students are clear about the Learning Aim 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.</p> <p>To support the learning process students have knowledge organisers that include tier two and three vocabulary.</p> <p>Low stakes testing through our "blue sheet" system means students are supported to drill their core skills and are aware when progress in specific skills are being checked.</p> <p>Our "yellow sheets" accompany each learning cycle and allow students to know what they're learning and why.</p>	<p>Where the need is recognised, students can access Specialist equipment to use when required in lessons and assessments (e.g. reader pens, laptops, coloured overlays).</p> <p>Class teachers and Teaching Team Leaders evaluate progress data and implement focus groups in lessons or additional small group intervention to gain mastery of a skill where appropriate.</p> <p>All students in Year 7-9 undertake standardised Reading Assessments three times a year to examine achieving. Evidence of additional support provided and the impact is collated at milestone points.</p> <p>Special examination arrangements are put in place for students in internal and external exams. It is evaluated how students access tests and how they are achieving. Evidence of additional support provided and the impact is collated at milestone points.</p> <p>These arrangements are trialled and developed before the examination concession testing to establish what works best for a student and to assess what a student might need.</p>	<p>Students are supported internally or externally, depending on their needs. For example, support for students with hearing impairments is provided by the external services who closely work with the school to make sure that the support is personalised and current.</p> <p>Our ASD Champion supports students with autistic spectrum tendencies through meetings, focusing on learning strategies, organisation or emotional support, based on the needs and relevance.</p> <p>The Welfare 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.</p> <p>Students with a wide range of needs are supported in school wherever possible by a range of outside agencies.</p> <p>Our BASE provides a calm place in which students can access to concentrate fully on learning or to access emotional</p>
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	<p>The concession testing is a very complex and rigorous process that identifies what examination arrangements a student might need.</p> <p>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>	<p>support; this acts as a vehicle to overcome a challenge and then return to their learning environment.</p> <p>TIS work is carried out with specific students, based on their ACE score assessments to support them to develop their emotional literacy and coping strategies.</p> <p>Learning Leaders engage in monitoring specific students through their own check-in system to support them positively so that they are in the right mindset ready for the school day.</p> <p>The SENDCo 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. Student passports are used to communicate strategies for individual students to their teachers.</p> <p>Students with heightened needs have an agreed 'go to person' who they can access in wellbeing or another member of staff as a key person in order to receive support to be successful on their school day. This support may be very occasional, or short-term and agreed</p>
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		with the student and/or family to ensure that the student feels supported.
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## 5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
<p>Lesson routines have been developed across the school so that students are able to build up selfconfidence and rapport when moving from lesson to lesson.</p> <p>Our Junior Leadership Team have reps in every tutor group to enable students to support the development of the school and have their voices heard.</p> <p>All students have an email account so that they can develop written communication skills and ask for advice from their teachers or a friend.</p>	<p>In lessons there are seating plans and classroom based staff change them frequently to ensure students are able to access their learning and also foster skills of working with their peers through student led activities.</p> <p>Literacy and Numeracy Boxes are in each classroom to offer coloured overlays, jotters, highlighters, pencil grips and post-its to support students as they require. These are currently redeveloped to include a higher range of supporting tool across all subjects.</p>	<p>1:1 Careers Southwest support through Ambitions and Transitions Projects.</p> <p>Learning is individualised to meet the needs of students and develop their independence through scaffolding and prompt materials like task management boards and writing frames.</p> <p>Technology is used on an individual basis to help remove barriers to learning through strategies like: voice to text software, e-reader pens and typing.</p>

<p>Access to ICT facilities at break, lunch or through Homework Club, as mentioned earlier in the document, enables students to lead their own learning</p> <p>Our Praise system works as a motivational tool to encourage students to take the lead on their own learning. We celebrate the highlights for our students.</p> <p>There are resources available in each classroom full of pens, highlighters, dictionaries etc to promote independent learning.</p> <p>We have online platforms like Satchel One, Sparkes and Tassomai to enable students to access their revision and homework independently.</p>	<p>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.</p> <p>Students may be encouraged to use Literacy Mats/ Knowledge Organisers in their lessons to support prior learning retrieval and imbed key vocabulary and content.</p> <p>Our Falmouth Futures Careers programme encourages students to understand the pathway their learning takes beyond school.</p>	<p>Revision ideas, mind mapping and flashcard making support takes place tutor groups and in subject lessons to demonstrate students how to develop their learning to learn 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.</p>
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## 6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
<p>PSHE (Personal, Social and Health Education) lessons are whole school events and all students participate.</p> <p>The school follows the Cornwall curriculum for PSHE and Sex and Relationships Education. There is a named coordinator for the PSHE programme, Mr Ben Lumbers</p> <p>We have weekly drop in sessions from the school nurse and a targeted youth worker.</p> <p>Our welfare team are highly experienced and can support with a range of issues as they arise for our students.</p> <p>Students are organised in to tutor groups and see their tutor daily, their tutor is a first point of call for any wellbeing support that may be required.</p> <p>Posters and displays around the school in communal areas and on tutor boards guide the students on sources of support.</p>	<p>Our Creative arts and sports are inclusive and support students of all abilities to use these outlets to support their emotional wellbeing and to contribute at the highest possible level.</p> <p>Our welfare team offer a range of drop ins and small group supports: Self harm support group, LGBTQ+ group, Bereavement group</p> <p>We operate a restorative practice system in school to support all students and staff to be reflective.</p>	<p>We work closely and in partnership with a range of external partners and agencies to support students on an individual basis when required. Students may access:</p> <p>Dreadnought CAMHS Penhaligan's Friends The Early Help Hub Educational Psychology Local Authority advisory services APA Academy short stay schools</p> <p>Students with a range of individual needs have a 'go to person' and 'a go to safe place' agreed and identified which they can access.</p> <p>A 'time out card' may be provided for a vulnerable student to manage a difficult time and to access support promptly.</p> <p>Personal Evacuation Chairs are distributed across the site to maintain high level accessibility in any potential emergency situations arising.</p>

		<p>Individual Health Care Plans are put into place for students with specific health conditions. The 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> <p>The Welfare and BASE teams are safeguarding trained. Safeguarding students is a high priority and something which is thought about and dealt with at every level.</p>
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## 7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<p>All students are invited to attend trips, fixtures, music events and activities on our annual activities week.</p> <p>All students apply social interactions as part of being in a tutor group with their tutor and their peers. Also this is reinforced</p>	<p>A wide range of students, representative of the student body as a whole are encouraged to join and contribute to the Junior Leadership Team and the ad hoc focus groups.</p>	<p>We offer a range of supported interventions to enable students to develop their social skills and opportunities.</p> <p>Young Carers are able to enjoy specially tailored sessions to enjoy creative and</p>

<p>during the specific PSHE sessions and tutor based activities.</p> <p>Our CARE curriculum encourages students to interact and share ideas with each other.</p> <p>We offer an extensive extra-curricular programme called Elevate to enable students to access a range of additional activities and opportunities.</p>	<p>Students are encouraged to lead activities across the school to increase their social interaction opportunities and they are supported by the adults as appropriate.</p>	<p>interactive activities in a structured and relaxed environment under a specialist guidance.</p> <p>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.</p>
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### 8. The physical environment (accessibility, safety and positive learning environment)

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<p>Falmouth School is a multi-level site with many stairs inside and outside. There are ramps and lifts to aid the accessibility for students and adults accessing our site.</p> <p>Accessible toilet facilities have been updated to provide a high standard of care</p> <p>Mrs Brenda De Sousa is the named Safeguarding Lead; assisted in safeguarding duties by two Deputy Safeguarding Leads,</p>	<p>The welfare area and BASE provide a space for students who need time away from everyone else in order to manage in school.</p> <p>There are other spaces like the library and sensory garden which also provide a quiet space for students.</p> <p>Safety in practical lessons is taken very seriously, for example, students have to</p>	<p>Some students need access to specialist equipment. This is purchased so that students can use it and be included in all activities</p> <p>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.</p>

<p>Mr Adam Hayward and Mrs Carly Brooker. This team is supported by a wider team of highly trained members of staff and the senior leadership team.</p> <p>The school site is an uplifting 'can-do' environment where staff are focussed on providing a supportive, inclusive and positive learning environment.</p> <p>The physical learning environment is something that staff and students take pride in.</p>	<p>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 science in order to be allowed to use these items of equipment.</p>	<p>Students with 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.</p> <p>A range of external colleagues regularly visit the learning environment to collaborate with the school and reviewing the provision to support individual students</p>
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### 9. Transition from year to year and setting to setting.

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<p>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</p> <p>Year 6 students experience a "Step Up to Secondary" week in the summer term where they're able to forge positive relationships</p>	<p>Students with additional needs are identified by partner primary schools and additional communications take place to gather more detailed information. SENDCo gathers the information during the academic year and support is triangulated between the primary and secondary staff in Spring and Summer.</p> <p>Additional transition visits may take place and additional colleagues may</p>	<p>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.</p> <p>Visual support is available to help the transition process where required to enable the primary school and family</p>

<p>with key staff and understand the Falmouth School offer.</p> <p>A number of extra-curricular opportunities are offered to our feeder primary schools from year 4 to enable students to benefit from our facilities and staff expertise.</p> <p>Our Falmouth Futures programme offers support for students with transition to post-16 learning.</p> <p>Students are supported through the PSHE and CARE curriculum to consider their possible careers and pathways.</p>	<p>be involved by supporting the student, the primary school and the family, such as Parent Support Adviser.</p> <p>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.</p> <p>Across the year groups students are engaged in a career programme that is enriching their understanding of the career options and raising aspirations.</p> <p>Assemblies take place periodically to highlight the key events in the local colleges and training, led by the external professionals and our team members, to share the information and provide further opportunities about future prospects</p>	<p>to support the pupil during the transition process.</p> <p>A sensory walk may be provided for a student where relevant to provide sensory support.</p> <p>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.</p> <p>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.</p> <p>Career South West practitioners engage with the specific students to support them in fostering their own ambitions, facilitating career support and</p>
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## 10. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
<b>Cornwall Council Educational Psychologist Team</b>	<b>Assess and observe students and provide recommendations to school and parents.</b>	<b>01872 324242 SEN@cornwall.gov.uk</b>
<b>Autism Spectrum Team</b>	<b>Mentor specific referred students and provide recommendations and support for families.</b>	<b>01872 323210 SEN@cornwall.gov.uk</b>
<b>Visual Impairment Team</b>	<b>Specific targeted support for visually impaired students to provide recommendation and support in an educational setting.</b>	<b>Vision.support@cornwall.gov.uk</b>
<b>Speech and Language Therapist</b>	<b>Specific targeted support for students providing recommendations and support in an educational setting.</b>	<b>01208 834488 earlyhelphub@cornwall.gov.uk</b>
<b>Physical and Medical Needs Assessment Team</b>	<b>Specific targeted support for students providing recommendations and support in an educational setting.</b>	<b>physicalandmedicalneeds@cornwall.gov.uk</b>
<b>Cognition and Learning Service</b>	<b>Specific targeted support for students providing recommendations and support in an educational setting.</b>	<b>cognitionandlearning@cornwall.gov.uk</b>
<b>Hearing Support Team</b>	<b>Specific targeted support for students providing recommendations and support in an educational setting.</b>	<b>01726 61004 Hearing.support@cornwall.gov.uk</b>
<b>Occupational Therapist</b>	<b>Specific targeted support for students providing recommendations and support in an educational setting.</b>	<b>0300 1234101 children@cornwall.gov.uk</b>
<b>Early Help Hub</b>	<b>A skilled team of professionals from Cornwall's integrated Health and Children's Services. Offer support,</b>	<b>01872 322277 earlyhelphub@cornwall.gov.uk</b>



	<b>information and guidance to parents and professionals.</b>	
<b>Dracaena Centre</b>	<b>A community centre at the heart of Falmouth for everyone. They provide a range of help for students and parents in need.</b>	<b>01326 319414</b> <b><u><a href="mailto:admin@dracaenacentre.org">admin@dracaenacentre.org</a></u></b>

### **11. Pupil progress is assessed using:**

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

### **12. How we know how good our SEN provision is:**

- Termly report data analysis.
- GCSE results data.
- Feedback from parent and student focus groups.
- Attendance and Behaviour data (including exclusion data and inclusion data).
- Annual Review meetings.
- Staff training audits.
- Bullying logs
- Lesson visits
- Work scrutiny

### **13. If you wish to complain:**

- Contact the SENCo Mrs C Brooker via email: [cbrooker@falmouthschool.net](mailto:cbrooker@falmouthschool.net) or telephone: 01736 795608.
- Or
- Contact the Head of School, Brenda DeSousa, via email: [bdesousa@falmouthschool.net](mailto:bdesousa@falmouthschool.net) or telephone the Headteachers PA: 01326372386.
- The complaints procedure is available on the website.

**Cornwall's SEN Local Offer can be found on The Care and Support in Cornwall website: [SEN Local Offer](#)**

## Answers to Frequently asked Questions

### **1 How do people in school know if a pupil needs extra help?**

The guidance set out by the SEN code of practice is followed which includes the Assess, Plan, Do Review approach. Assessment, advice and information from the primary setting or previous education establishment is used to inform practice and planning.

Annual Review Meetings in Year 6 are attended by the SENCo.

A pupil passport is produced with the student and shared with parents/carers and staff.

Weekly pastoral briefing notes are produced and shared with staff.

Half termly vulnerable student updates are shared with staff.

### **2. What should I do if I think my child may have special educational needs?**

Contact the SENCo or your child's tutor.

### **3. Who is responsible for the progress and success of my child in school?**

All teachers who teach your child.

Form tutors support the overall progress of your child.

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

The Head of Upper School, Lower School and Year 9 are responsible for monitoring the pastoral provision and wellbeing of your child.

### **4. How is the curriculum matched to my child's needs?**

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

A broad and balanced curriculum is offered to all students with an option process taking place during Year 8.

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

Small group provision may be offered depending on your child's literacy and/or numeracy ability.

### **5. How do school staff support me/my child?**

Support is in place through:

Parents and Intervention evenings.

Open days and evenings.  
Annual review meetings.

**6. How will I, and my child, know how well they are doing?**

Three progress reports are issued each academic year.  
Parents evenings and intervention evenings.  
Options evenings in Year 8.

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

Student and parent focus group feedback.  
Ofsted report.  
Termly school governor monitoring visits.  
Risk Assessments  
Close communication – Praise and Behaviour points are emailed home daily. Attendance is emailed home weekly.

**9. How is my child included in activities outside the classroom including school trips?**

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

**10. How accessible is the school environment?**

Colour coded corridors and departments map.  
Visually Impaired compliant markings throughout the school building.  
Lifts and ramps.  
Diabetic and SEMH first aid trained staff.  
Individual student safety plans.

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

Year 5 and 6 transition programme.  
Parents evenings and intervention evenings.  
Year 11 college and university seminars and assemblies.  
1:1 Careers Southwest advice and guidance.

SENCo and Head of Lower School visits to primary schools.

SENCo attends Year 6 annual review meetings.

Educational Psychologist involved in the planning and delivery of transition programme.

**12. How are the school's resources allocated and matched to pupils' special educational needs?**

Please refer to the Catch-up funding action plan and evaluation document.

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

Documents included in the decision are:

Record of Need.

EHCP.

Annual Review meetings and paperwork.

Pupil Passport.

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

**14. Who can I contact for further information?**

Contact the SENCo Mrs C Brooker via email: [cbrooker@falmouthschool.net](mailto:cbrooker@falmouthschool.net) or telephone: 01326 372386