

SEND Information Report

May 2024

Introduction

Every student is entitled to a world class education. This means being taught a thoughtful, well planned curriculum, by teachers' expert in their subject areas, in distraction free, highly focused classroom environments. Lessons at Liskeard School are designed with the full broad of student needs in mind, therefore students with special educational needs have their needs met within the normal provision of the school. Our ambition for SEN students is sky high. Our vision is that they:

- **Achieve outcomes as good as, or better than, their peers.**
- **Reach their chronological reading age by the end of Key Stage 3**
- **Develop excellent habits of resilience and social responsibility.**

Liskeard's philosophy is that inclusion is 'built in', not 'bolt on.' Barriers to learning are identified early and intervention put in place to help students who have difficulty reaching the expected standard in a safe, warm environment. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

1. What kinds of special educational needs does the school provide for?

Liskeard School identifies and supports students who are significantly out of step with their peers in one or more of the following areas:

- academic learning
- communication and interactive skills
- social, emotional and mental health
- physical and sensory needs

2. How are students identified as having these needs?

- Some students arrive at Liskeard School with their needs already identified. SENCOs and Year 6 teachers pass on information from primary as do other secondary schools if a student moves in-year.
- All students on arrival at Liskeard School receive a comprehensive literacy assessment.
- Examples of further cognitive assessments include dyslexia screening, phonological screening and handwriting speed assessments.
- Throughout the year teachers and support staff refer any students they feel may have a special educational need to the Learning Support department for further assessment.
- Parents are encouraged to share information either directly with the SENCO, their child's keyworker, tutor, individual teachers, Heads of Year or Assistant Heads of Year.
- Information is also shared from outside agencies such as the Child and Adolescent Mental Health Services (CAMHS), the Autism Team, Educational Psychologists, and the Cognition and Learning Team.
- Adverse Child Experiences (ACE) assessments are undertaken by the CiC Manager for all students who are in care or previously looked after. Those with a high ACE score are added to the SEND register for social, emotional and mental health intervention as well as any other needs they may have. For more information about how Liskeard School supports children in care and previously looked after children click [here](#).

3. How do parents/ carers of students with special educational needs know how well their child is doing?

- Parents receive feedback via whole school parents' evenings (once a year) and progress checks (three times a year).
- In addition, all parents / carers receive contact telling them that their child has been identified as needing additional support and that they will be placed on the schools' SEN register and assigned a keyworker.
- The keyworker consults with parents / carers via either a face to face meeting or a phone call to discuss the most appropriate support to put in place.

4. How are students with special educational needs involved in the process?

- By meeting regularly with their keyworker and building a relationship of trust to facilitate open and honest conversations.
- Through completing a variety of base line assessments before and after taking part in interventions.
- By helping to complete their pupil passport (a one page summary to inform staff about their needs and agreed strategies to use).
- All students with an Education, Health Care Plan plan complete an 'All About Me' before each annual review and are encouraged to attend their annual review in person.
- Parents of students with medical needs are invited to take part in the construction of their care plan.

5. How is progressed assessed?

- Teachers assess progress through a range of formal and informal assessment processes in the classroom.
- Progress on intervention programmes is assessed through a base line assessment before and after taking part in an intervention.
- Outcomes inform next steps with regards to further support needed.
- Keyworkers liaise with teachers regarding a students' progress.
- Feedback is also gathered via learning support assistants to inform assessment of student progress.
- Records are kept and shared with parents through the Assess, Plan, Do, Review process.

6. How is the curriculum designed to help students with special educational needs?

The whole school curriculum is broad, balanced, cyclical and relevant to all students. All students have a right to receive this education, and having a special educational need is no barrier to this. Needs are identified early and students are supported to include them in the full suite of curriculum subjects on offer. At Key Stage 3 this includes English, Maths, Science, History, Geography, Ethics & World Views (EPW), Spanish or French, Art, Music, Drama, Technology and Computing.

7. How are students with special educational needs supported in the classroom?

- Lessons are designed to be distraction free. This is particularly helpful for students who struggle with processing or have diagnoses' such as ASD and ADHD.

- Lessons follow the model of recap, model, check, practice. Whilst all students learn in this way, research shows this is how students with special educational needs learn best.
- Teachers know their students well and work hard to develop good relationships.
- Where needed, students are provided with additional learning aids. For example, coloured overlays, laptops, c-pens, writing slopes and attention aids.
- Adaptions are made to the physical classroom where necessary, for example through providing rocker chairs or standing desks.

8. Are intervention programmes run for students with special educational needs?

Whilst students needs are primarily met through the universal offer of high quality teaching and learning and pastoral support, intervention programmes that are evidence based and designed to remove a specific barrier can make a significant difference to an individual. The table below outlines current intervention programmes offered at different levels across the four areas of need:

Communication and Interaction	<p>Understanding My Diagnosis (Autism) Social Use of Language (SULP) – social skills programme RAPID - cognitive behavioural therapy to help develop self-regulation skills. Autism Champion – 1:1 weekly sessions with a trained autism champion.</p>
Cognition and Learning	<p>Thinking Reading – 1:1 instruction to help students reach their chronological reading age. Direct Instruction Maths –small group instruction to re-learn correctly key maths concepts and skills. Making the most of your laptop – 4 sessions learning how to make use of accessibility options and specialist exams access software. C-Pen provision – a special pen that reads to students through head-phones. Coloured overlays – to reduce barriers to reading. Homework Club – adult supported homework help with ICT provision.</p>
Social and Emotional Health	<p>Managing Anxiety – group session teaching School Counsellor – 1:1 sessions for up to 15 weeks. Penhaligon’s Friends – 1:1 bereavement support Mentoring – by Liskeard staff, sixth form students and external providers such as the Pioneers Project & White Gold</p>
Sensory and Physical Needs	<p>Sensory Circuits – identification of sensory needs and implementation of strategies including use of the sensory room.</p>

9. How is the Liskeard School Area Resource Centre (ARC) different to the mainstream school?

- The Area Resource Centre is funded separately by Cornwall County Council and there are 30 places available.

- In order to be allocated a place in the ARC a student must first have an Education, Health and Care Plan. Evidence must be collected and presented at an Annual Review to demonstrate that the students' needs cannot be met in mainstream. The County SEN team will then use this evidence to make a decision regarding whether or not the student should be allocated a place. More information on this process can be found [here](#).
- All students in the Liskeard ARC have complex learning needs and / or a diagnosis of autism.
- Most ARC students are taught core lessons as a discrete group and also attend a variety of mainstream lessons.
- ARC students also attend specialist sessions in order to meet the requirement of their EHCP such as directed play and yoga.

9. What additional facilities do you have to support students with special educational needs?

Classrooms are kept clutter free and corridors designed with minimal displays in order to avoid cognitive overload. In addition, Liskeard School has:

- Two specialist SEN classrooms
- Access to all the facilities within the Area Resource Centre (ARC) – sensory group, reading nook, sensory integration equipment such as a walrus and swing.
- Games Club to provide a smaller supportive environment at social times.
- Dedicated intervention rooms for small group teaching and group work.
- 1:1 counselling spaces
- Dedicated safe space only for children in care or previously looked after.

10. How accessible is the school environment?

- 90% of the school site is wheelchair friendly (100% from September 2024).
- There are lifts in all areas of the school where there are stairs except one (lift currently under construction)
- If classroom locations need to be changed to accommodate for the physical needs of a student then this is prioritized.
- Adaptations have been made to specialist areas where necessary, for example, height adjustable work stations in food technology.
- There are easy access gender neutral toilets across the school site.

Continuing to improve the accessibility of the school site is a work in progress. [Click here](#) to view the accessibility policy for more details.

11. How are students with special educational needs supported to attend school trips and extra curricular activities?

- All students with special educational needs are encouraged to attend trips, take part in clubs and other opportunities.
- Depending on the need of the student extra support may be provided through the support of a teaching assistant, amended transport arrangements and / or adapted activities during the trip itself. Pre-visits can be arranged and keyworkers are able to complete social story work with a student in advance of a trip.
- Individual risk assessments are carried out to ensure that needs are supported, and where necessary, medical provision is put in place. Click [here](#) to view the health and safety policy for more details.

12. How does the school ensure that students with special educational needs are integrated into the everyday life of the school?

- The expectation is that students with special educational needs are included in every aspect of school life without exception.
- All students with special educational needs are part of a tutor group. Each tutor group is made up of students of different abilities and personalities.
- Barriers to attending trips, after school clubs and educational visits are either managed or removed.
- Students with special educational needs are encouraged to engage in student leadership opportunities.

12. How does the school prepare students to transfer to the next stage of their education or place of work?

Transition from primary school

- Primary SENCOs meet with the Liskeard School SENCO in order to plan the transition needs of each individual student.
- All students with special educational needs are visited in their primary school.
- Students with high needs are invited to attend Explorers Summer School for a full week in the summer term of Year 6 as part of their enhanced transition.
- High needs students are assigned a Year 9 Peer Mentor to help with transition.
- Additional visits after school when the building is quiet are offered.
- Parents are invited to attend the Year 6 SEN Information Evening and the Liskeard School SENCO attends the main school Induction Evening.
- The Liskeard School SENCO attends all Year 6 annual review meetings for students who have an Education, Health and Care plan.

Transition from Key Stage 3 (Year 9) to Key Stage 4 (Year 10)

- Students with special educational needs are given advice regarding appropriate coursing.
- Keyworkers provide extra support where necessary.

Transition from the end of Key Stage 4 (Year 11) to college or the workplace

- Students with special educational needs make a series of transition visits to local colleges.
- All students are encouraged to take part in work experience and this is supported where necessary.
- Students with an Education Health Care Plan receive 1:1 support via Careers Southwest to help facilitate their transition.
- The Liskeard School SENCO is a qualified careers advisor and works closely with Year 11 students who have special educational needs to aid their transition.

What qualifications and expertise do staff have in order to support students with special educational needs?

SENCO

Wendy Birkbeck is the Liskeard School SENDCO and is also an Assistant Head teacher. She successfully completed the SENDCO Diploma in December 2021 through the University of Plymouth and is also a qualified careers advisor specialising in advising students with special educational needs. Wendy is an experienced teacher and continues to teach History and Food Technology.


Contact details:

wbirkbeck@liskeard.net


01579 342344 ext 187

The Learning Support Team

The Learning Support team comprises of highly qualified individuals. The most senior members of the team are:

Team Member	Role	Qualifications / area of expertise	Contact details	
Roger Quaintance		Designated teacher for children in care & SEN teacher	Qualified teacher SENDCO Diploma	rquaintance@liskeard.net

<p>Corinne Holyroyd</p>		<p>Children in Care Manager</p>	<p>Qualified trauma informed schools and attachment practitioner</p>	<p>cholyroyd@liskeard.net</p>
<p>Dionne Rodber</p>		<p>Area Resource Centre Manager</p>	<p>Degree in Child Adolescent Mental Health Qualified Play therapist</p>	<p>drodber@liskeard.net</p>
<p>Lauren Hayes</p>		<p>SEND teacher</p>	<p>Qualified teacher Background in specialist provision</p>	<p>lhaynes@liskeard.net</p>
<p>Sarah Evans</p>		<p>SEND Lead (Learning)</p>	<p>English Degree Qualified Autism Champion</p>	<p>sevans@liskeard.net</p>

Amanda Gaynor		SEND Lead (Social and Emotional)	Degree in Child Adolescent & Mental Health Qualified Autism Champion	agaynor@liskeard.net
Kaye Chapman		Exams Access Coordinator	Qualified Exams Assessor	kchapman@liskeard.net
Katy Lewis-Tuxford		Emotional Health and Wellbeing Champion	Degree in Criminology and Social Policy Attachment training	klewistuxford@liskeard.net
Wendy Beswetherick		School Counsellor	Diploma in Counselling and Personal Development	wbeswetherick@liskeard.net

Which specialist services are accessed by the school?

The Learning Support team regularly access advice services provided through the local offer such as:

- The cognition and learning team
- The autism team
- The physical and mental needs advisory service
- The hearing and vision support team
- The preparing for adulthood transition team
- Educational Psychologist support
- Child and Mental Health Adolescent Services (CAMHS)
- Occupational Therapy

For more detailed information on each of the services listed above click [here](#).

In addition to this Liskeard School accesses the full range of services provided by the Early Help Hub in order to access support for individual students and families as early as possible. For more details click [here](#).

How can I find information about the local authority's Local Offer of services and provision for students with special educational needs?

The local authority's Local Offer of services and provisions can be found [here](#).

If parents / carers are not happy with the level of support their child with special educational needs is getting in school who should they contact?

- Most issues can be resolved in partnership with the school, therefore in the first instance please contact the Liskeard School SENCO (contact details below)
- If you do not feel the issue has been resolved please contact the Special Educational Needs and Disability Information Advice Service (SENDIASS) by clicking [here](#).