



SEND INFORMATION REPORT

Prepared by Wendy Birkbeck

(Assistant Head teacher Inclusion / SENDCO)

Updated March 2022

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

Liskeard School identifies and provides extra support for 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 literacy screening.
- 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.
- Examples of further assessments include dyslexia screening, phonological screening, handwriting speeding assessments and sensory integration.
- 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. Parents are also encouraged to attend events such as Introduction to Summer School, the Year 6 Parent Information Evening and SEN coffee mornings.
- Information is also shared from outside agencies such as the Child and Adolescent Mental Health Services (CAMHS), the Autism Team, Educational Psychologists and doctors.
- 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?

- All parents / carers receive a letter telling them that their child has been identified as needing additional support and that they will be placed on the schools' SEN register.

- Every student on the SEN register is 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.
- Once a term keyworkers discuss Assess, Plan, Do, Review documents with parents / carers who are also encouraged to contribute them.
- Parents also receive feedback via whole school parents' evenings (once a year) and progress checks (three times a year).

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 most 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?

- Students complete a base line assessment before and after taking part in an intervention.
- The outcomes of the assessment process inform next steps with regards to further support needed.
- This is documented in the Assess, Plan, Do, Review form which is also discussed with parents.
- Keyworkers liaise with teachers regarding a students' progress.
- Feedback is also gathered via learning support assistants to inform assessment of student progress.

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

Students in years 7, 8 and 9

- who are operating around three years behind their peers in terms of learning are offered a place in the transition group. These groups are smaller in size and taught most subjects by three specialist SEN teachers.
- with a diagnosis of autism or ADHD are offered weekly forest school sessions

Students in Year 10 and 11

- who are unable to access the full suite of GCSEs are offered different pathways. One of these pathways involves taking a vocational skills qualification in place of two option subjects. The other involves undertaking Functional Skills and lifeskills qualifications.

In addition a small number of students who struggle to attend school for a number of reasons access our Learning Centre. These students have a blended curriculum, accessing a mixture of education both on and off the school site. Transferable Skills Training (TST), Livewire and Pendynas are examples of services used.

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

- Teachers adapt their lessons to the needs of the students. For example, through explaining instructions individually, using visuals and breaking down tasks into smaller steps.
- In a number of lessons teaching assistants are assigned to support individuals and groups of students.
- Students are provided with a variety of aids to help them in the classroom. Examples are c-pens, laptops, fiddle toys, sensory cushions, time out cards, writing slopes and coloured overlays.
- Adaptions are made to the physical classroom where necessary, for example through providing rocker chairs.

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

Liskeard School provides intervention programmes across the four main areas of need:

academic learning

lexia literacy online
small group literacy lessons
'Make it stick' memory intervention
Supported homework club

communication and interactive skills

1:1 autism champion support
Social skills group
Forest School

social, emotional and mental health

Managing anxiety group
Healthy relationships – green and red flags
1:1 and group sessions with the school Emotional Health and Wellbeing Champion
1:1 school counsellor sessions
Mindfulness

physical and sensory needs

Sensory integration therapy
Speech therapy

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 25 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 in the transition group and also attend a variety of mainstream lessons.
- ARC students also attend specialist sessions within the centre such as fun fit, communication, directed play and yoga.

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

Liskeard School is well equipped with:

- Three 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.
- Fully equipped play therapy room.
- 1:1 counselling spaces
- Dedicated safe space only for children in care or previously looked after.

- Access to a teenage information and advice centre (TICTAC) based in the school grounds.

10. How accessible is the school environment?

- 90% of the school site is wheelchair friendly.
- There are lifts in all areas of the school where there are stairs except one.
- 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?

- 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.
- All students with special educational needs access mainstream lessons each week. This includes students from our Area Resource Centre who have the most complex needs.
- Trips, after school clubs and educational visits are all accessed by students with special needs.
- Students with special educational needs are encouraged to engage in student leadership opportunities. Their representation is monitored by the SENDCO.

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 by their Liskeard School keyworker.
- Students with special educational needs are invited to attend Explorers Summer School for 2 weeks in the summer term of Year 6 as part of their enhanced transition.
- Students with special educational needs are assigned a Year 9 Peer Mentor to help with transition.
- Additional visits after school when the building is quiet are offered.
- Where necessary certain Year 6 students start intervention programmes such as Lexia Literacy online whilst still in primary school.
- 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
Alison O'Connell		SEN teacher	Qualified teacher Background in primary special needs provision	aoconnell@liskeard.net
Lauren Hayes		SEND teacher	Qualified teacher Background in specialist provision	lhaynes@liskeard.net

Rebecca McCabe		SEND teacher	Qualified teacher Background in fostering	rmccabe@liskeard.net
Corinne Holyroyd		Children in Care Manager	Qualified trauma informed schools and attachment practitioner	cholyroyd@liskeard.net
Dionne Rodber		Area Resource Centre Manager	Degree in Child Adolescent Mental Health Play therapist (in training)	drodber@liskeard.net
Gary Smith		Head of Alternative Provision	Qualified teacher	gsmith@liskeard.net
Silvia Racca		Learning Centre Manager	Masters Degree in Chemical Engineering Attachment training	sracca@liskeard.net

Jake Deakin		Senior TA (Learning & Autism Champion)	English Degree (undertaking) Qualified Autism Champion	jdeakin@liskeard.net
Amanda Gaynor		Senior TA (social / emotional & Autism Champion)	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
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Teachers

Receive regular training on each of the four areas of special educational needs on a rolling programme. Recent training has taken place on emotion coaching, teaching students with autism, adaptive teaching strategies and meeting the needs of students with dyslexia.

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](#).