

LISKEARD SCHOOL

SEND INFORMATION REPORT

29th September 2024

REVIEW DATE: 15th September 2025

SENDCO: Wendy Birkbeck

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Name of SEND Governors: Sarah Marshall

School Offer link: [Liskeard School & Community College - SEND](#)

Whole School Approach to Teaching and Learning:

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 day to day 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.' Students are taught to follow clear routines so that the environment is calm and predictable for everyone. In every lesson students are taught using '*recall, model, practice,*' which research shows is the most inclusive teaching model for all learners. 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.

Our Graduated Response for Learners:

- Continual development of the universal offer.
- Early identification of individuals who require support to catch up; addressing their short-term barriers to learning; monitoring and tracking their progress.
- Placing students when necessary on the school's Record of Need, initiating the Assess, Plan, Do, Review cycle (APDR).
- Consideration of application for an Education, Health and Care Plan where appropriate.

How we identify children/young people that need additional or different provision:

- Through transition visits and liaising with feeder primary schools
- Attendance at Year 6 EHCP reviews and observations in Year 5 and 6 classes.
- Liaison with feeder primary SENDCOs and parents from Year 6 to gather holistic evidence.
- Entry assessment SATS results; GL assessments; Lucid Rapid/Exact; sensory audits ; ND profiling toolkit and SEMH profile assessments
- Class teacher refers to SENDCO if adaptive teaching approaches are not having desired impact.
- Ongoing curriculum assessments.

- Safeguarding team, attendance team and pastoral team meet weekly to identify students and discuss support needed.
- Regular discussions with parents and carers, both formal and informal.
- Tracking data eg: attendance and behaviour.
- Evidence gathered by teachers and referrals made to suggest testing for exam access arrangements linked to the normal way of working and selected from end of Year 9.
- Further assessments by specialists, including those from external agencies linked to the four classifications of need.

We take a holistic approach by considering all aspects of a child's development and well-being, working effectively with the safeguarding, pastoral and attendance team. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy. Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy.

How we listen to the views of children/young people:

| <u>What</u> | <u>Who</u> | <u>When</u> |
|--|--|---|
| 'You said, we did' anonymous on-line survey followed by assembly feedback | All students | Termly |
| Tutor time – dedicated time for student feedback | All students | Termly |
| Anonymous reporting form on the school website and red post box in school | All students | Throughout the year |
| Student Council feedback (year & whole school) | Elected representatives | 1/2 termly |
| Informal discussions when visiting the Pastoral Hub | All students have access to the Pastoral Hub at break and lunchtimes | Every day |
| Meetings eg: Attendance / behaviour concern; social / emotional issue | Students who meet these criteria with SLT and / or the Pastoral team | As and when necessary |
| Multi-agency meetings (eg: with a student and a Targeted Youth Worker / Family Worker) | Students open to external services with a member of the safeguarding / pastoral team | As and when necessary |
| Personal Education Plan (PEP) meetings | Students who are in care with the Children in Care Manager | 1/2 termly |
| Governor visits | A cross section of students are selected to meet with governors during their visits | Yearly (termly for the safeguarding governor) |
| Meetings with keyworkers | All students on the Record of Need with their keyworker / SENCO | Individual to the student but at least termly |

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| All About Me questionnaire | All students who have an Education, Health and Care Plan complete this with the help of their keyworker if necessary | In advance of the Annual Review Meeting |
| Curriculum Exploration Days | Informal discussions with students during each curriculum exploration day | One per year per faculty area |

How we listen to the views of parents / carers:

| <u>What</u> | <u>Who</u> | <u>When</u> |
|---|---|--|
| Phone calls / emails | SLT / pastoral team / safeguarding team | Our aim is to return all phone calls /emails within 48 hours (unless an emergency) |
| Parent Information Evenings | All parents / carers | ½ termly |
| SEN Parent Information Evenings | All parents / carers of a student with an SEN need | Termly |
| Progress Evenings | Teachers, parents / carers and students | Annually |
| GCSE Success Evenings | Parents / carers of students in Year 10 and 11 | Annually |
| Meetings eg: Attendance / behaviour concern; social / emotional issue | Parents of students who meet these criteria with SLT and / or the Pastoral team | As and when necessary |
| Meetings as part of the APDR cycle | Parents / carers of students on the Record of Need | Termly |
| Annual Review Questionnaire | Parents / carers of students with an Education, Health Care Plan | Annually |
| Personal Education Plan (PEP) meetings | Parents / carers of students who are in care with the Children in Care Manager | ½ termly |

The Assess, Plan, Do, Review Cycle:

- Whilst the vast majority of students' needs are primarily met through the universal offer of high quality teaching and learning and pastoral support, some students require support that is '*additional to or different from*' their peers. In this case they are placed on the Record of Need and the impact of extra support given tracked via the assess, plan, do review process.
- Extraction from the classroom is kept to a minimum, as taking a student away from the environment where they are receiving specialist teaching creates a disadvantage for the student.

- Intervention programmes are chosen carefully. They are evidence based and time limited, designed to remove a specific barrier to enable a student to access their full curriculum entitlement. The table below outlines intervention programmes and other forms of support offered at different levels across the four areas of need between September 2023 and September 2024:

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| Communication and Interaction | <p>Understanding My Diagnosis (Autism) Understanding My Diagnosis (ADHD) Social Use of Language (SULP) – social skills programme Autism Champion – 1:1 weekly sessions with a trained autism champion. Speech & Language development – 1:1 sessions following a speech therapist action plan for a specific student</p> |
| Cognition and Learning | <p>Improving Reading – 1:1 Thinking Reading programme to help students reach their chronological reading age Direct Instruction Maths – very small group Maths teaching using the direct instruction approach Improving Maths – 1:1 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 Study Skills – small group explicit teaching of skills to aid memory retention. Homework Club – adult supported homework help with ICT provision. Task Management boards – to help break down learning in lessons Read & Write programme – to help students who have specific difficulties with literacy C-Pen – a device which reads to a student Coloured Overlays and coloured exercise books – to help students with dyslexia</p> |
| Social and Emotional Health | <p>Managing Anxiety – group session teaching From Self Harm to Self Help – 1:1 and small group therapy sessions. School Counsellor – 1:1 sessions for up to 15 weeks. Penhaligon's Friends – 1:1 bereavement support Intercom Trust – sessions for students who are exploring their sexuality Mentoring – by Liskeard staff and external providers such as the Pioneers Project & White Gold Music Therapy – 6 sessions with a qualified music therapist</p> |
| Sensory and Physical Needs | <p>Sensory Circuits – identification of sensory needs and implementation of strategies including use of the sensory room. Sensory aids – attention aid, chair band, wobble cushion, ear defenders Standing desks</p> |

- At the beginning of September 2023, 1195 students were on roll. 48 of these students (4%) had an EHCP, with 274 receiving SEN support (23%).
- These figures are well above national, where in comparison, 2.7% of students nationally had an EHCP plan and 12.9% received SEN support. (It is however important to remember when comparing statistics that Liskeard School has an Area Resource Centre attached to meet the needs of students with particularly high SEN needs, which most schools nationally do not.)
- Our projection for 2024/25 is that the number of students at Liskeard on school based support will decrease, as our universal offer has now expanded (see school offer). For example, whilst a student may previously have been on SEN support for using specialist equipment eg: pen grips, coloured overlays, this is now part of our universal offer. Our projection is also that the number of students with an EHCP will rise, due to an increased level of students joining the school with complex needs.
- Each term students do migrate both off and on our Record of Need and this is to be expected.
- Academic outcomes for students with SEN needs are improving – for example, the Progress 8 score for students with SEN was almost a grade higher in 2022/3 compared to 2021/2.
- Progress is monitored via Annual Reviews and the APDR cycles, as well as student and parent feedback.

Support Staff Deployment:

In 2023/24 support staff were deployed in specific roles:

- A teaching assistant worked specifically within the Maths department
- A team of teaching assistants trained and deployed to deliver the Thinking Reading intervention programme
- A teaching assistant assigned to Year 7 EHCP students to help with transition
- SEN Lead (Learning) assessed students for specific learning difficulties and ran learning intervention programmes.
- SEN Lead (Social & Emotional) worked specifically with autistic students and those experiencing emotional based school avoidance, providing the support they needed.
- An SEN administrator helped ensure records were correct and referral forms completed.



Distribution of Funds for SEN:

This was allocated in the following ways:


- Support staff including a specialist SEN teacher
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Specific SEND resources eg sensory items

Continuing Development of Staff Skills:

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

| Team Member | Role | Qualifications / area of expertise | Training received 2023/24 |
|---|---|--|---|
| Wendy Birkbeck  | SENCO | Qualified teacher SENDCO Diploma | Trust SEN meetings Mental Health Lead training |
| Roger Quaintance  | Designated teacher for children in care & SEN teacher | Qualified teacher SENDCO Diploma | CiC update training Level 3 safeguarding Training Trusted Adult Training |
| Corinne Holyroyd  | Children in Care Manager | Qualified trauma informed schools and attachment practitioner | DT Supervision Cornwall Pilot monthly meetings Hereford Virtual School Trauma and Attachment training. |
| Dionne Rodber | Area Resource Centre Manager | Degree in Child Adolescent Mental Health Qualified Play therapist | Play therapy update training |

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| Lauren Hayes  | SEND teacher | Qualified teacher Background in specialist provision | SENCO qualification in process |
| Sarah Evans  | SEND Lead (Learning) | English Degree Qualified Autism Champion | Discussed best practice with 2 other schools. |
| Amanda Gaynor  | SEND Lead (Social and Emotional) | Degree in Child Adolescent & Mental Health Qualified Autism Champion | Autism Champion update training Mental Health First Aid TQUK Level 2 – Special Educational needs and Disability. |
| Kaye Chapman  | Exams Access Coordinator | Degree in Education (special field SEN) Qualified Level 7 Exams Assessor Qualified Trauma Informed Schools Practitioner | Mental Health First Aider Certificate in Mental Health awareness JCQ updates and new regulations for exams. |
| Wendy Beswetherick | School Counsellor | Diploma in Counselling and Personal Development | Level 2 Certificate in Self- harm & Suicide Awareness in Prevention |

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|  | | | <p>Certificate in Understanding & Supporting Anxiety in children</p> |
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The impact of the team is monitored via the appraisal process.

Partnerships with other schools and how we manage transitions:

Transition from primary school

- In 2022/23 219 students transitioned to Liskeard from 26 primary schools.
- Primary SENCOs met with the Liskeard School SENCO in order to plan the transition needs of each individual student.
- All students with special educational needs were visited in their primary school.
- Students with high needs were 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 were assigned a Year 9 Peer Mentor to help with transition.
- Additional visits after school when the building is quiet were offered.
- Parents were invited to attend the Year 6 SEN Information Evening to speak to the SENCO and other members of the Learning Support team.
- The Liskeard School SENCO attended all Year 6 annual review meetings for students who had an Education, Health and Care plan.

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

- Students with special educational needs had a bespoke interview with our Liskeard School Careers Advisor.
- Keyworkers provided 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 were encouraged to take part in work experience and supported where necessary.
- Students with an Education Health Care Plan received 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.

Ongoing development

Liskeard School is committed to its vision of 'academic excellence with inclusivity for all.' The three aspects of the school development plan – (1) to develop teaching, through recap, model and practice; (2) embed school routines to allow students to learn without disruption or distraction; and (3) focus on feedback to develop teaching, to support teacher improvement, demonstrate that inclusion at Liskeard School is 'built in' not 'bolt on.' The SEN development plan feeds into the whole school vision and details the contribution of the learning support team towards this.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact our SENDCO or the Headteacher in the first instance. If unsatisfied with the outcome, please refer to the trust Complaints Policy. During 2023/24 we received 11 formal complaints with regard to SEN support and provision.

Other relevant information and documents:

- The Designated Safeguarding Lead in our school is Wendy Birkbeck
- The Designated teacher for Looked-After Children in our school is Roger Quaintance and the Children in Care Manager is Corinne Holroyd.
- The Local Authority's Offer can be found [here](#)
- Our Accessibility Plan can be found [here](#)
- Our Trust SEND Policy can be found [here](#), and our individual School Offer (our contribution to the Local Offer) [here](#).
- Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed [here](#).

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014. The Governing Body approved this SEND Information Report on 1st October 2024.

Author : Wendy Birkbeck

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