



South East Cornwall Multi Academy Regional Trust

SEND Information Report for Liskeard School

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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 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 predicable 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.

Following national guidance, information about SEND is shared between the following two key documents;

1. **The SEND Policy** – this sets out the mission, values, vision and aims for SEND at the school and how these relate to current laws and rules that shape practice. Even though the aims for SEND are shared across the Trust and the laws are the same for all schools, each school has its own SEND policy on its website because our Trust model supports Headteachers to determine their own mission, vision and values and so this variation can be reflected in the policy statement.
2. **The SEND Information report** – this is a live document that explains exactly how the school is putting its SEND policy into practice. As a live document it is reviewed every year and its intended audience is the parents and pupils as well as the teachers. This is a factual document that should be the first port of call for current information. The SNED information report is different for each school but we all have retained the same headings as are suggested in Schedule 1 of the Special Educational Needs and Disability Regulations 2014. [The Special Educational Needs and Disability Regulations 2014](#) to ensure that all of the required information is covered.

Additional documents – SEND provision is such an important aspect of school life that a great number of policies and procedures make reference to it. In the policy you will find a list of those that have the greatest links.

Information documents – Our school is extremely keen to offer any support to parents that it can and so from time to time may circulate information from other providers which we believe could be useful. These documents are for information only and so may contain examples of services which are not currently available at the school. If you are in any confusion about what is available at the school please refer to the information report as it is the complete and specific description of services currently available.

The kinds of special educational needs for which provision is made at the school

Universal Offer

Any outstanding education embraces the rich diversity of experiences, outlooks and skills of all members of the school community. Inclusive for us means finding solutions that enable all learners to participate in all activities by systematically removing barriers and enabling equity, hence we work incredibly hard to ensure that our **Universal Offer** enables all learners all of the time to be successful. We regularly review our universal offer to improve it.

Learner led options

Sometimes, having just one 'flavour' of universal offer is not enough and so where we can, we offer alternatives that can be selected by the learner themselves. This encourages the learner to develop a better understanding of their own needs and greater independence in choosing the right adaptations for them. We call these options '**Learner led options**' for obvious reasons. Sometimes learners make choices that the teacher, using their expert knowledge, can see are holding back their development. So although these are learner led options we take our responsibility as expert educators seriously and so always retain the ability to hold back access to any option. Sometimes we use a 'passport' model so that learners who are using an option well can find it easier to use but even these are under the ultimate instruction of the teacher.

Specialist options

We are a **mainstream** school and so receive funding that assumes all our learners can be educated in groups of at least 15 pupils for all of their time in school. We can sometimes extract children for short periods in smaller groups but generally these interventions are from a timetable in which they are in classes of 15 or more. When teaching groups of 15 or more, research reveals that even the most outstanding teachers struggle to focus on more than three lesson routes at the same time. It takes amazing mental agility to teach a class of 15 and balance more than this in your head at once. So, if we ask a teacher to break this **rule of 3**, generally all of the pupils will experience a less effective lesson so we say that 3 variations to their lesson is the limit of what is reasonable adjustment and this position is accepted by most mainstream schools in Cornwall and internationally.

Even with an excellent universal offer and a really good selection of learner led options there are still things that an expert teacher can do for every child in their class to help them learn even better, this is why we invest so much training in our excellent teachers and use face to face learning so much. Here is the paradox for all teachers however: how do they choose which modifications to do and for which learners each lesson? Some learners have an EHCP that contains advice from multiple professionals about modifications that really do help the learner in question so teachers need to look at each of these **Specialised Options** and start with these first when they select the maximum of 3 they will use. Teachers will often rotate these so that learners who can't have their specialist options in one lesson may have then in another one. It is possible that the class only has one child with an EHCP and in such cases the number of times a teacher chooses their specialist option may be high but it is not uncommon to have over 10 EHCPs in one class each

containing a range of specialist options. To reasonably adjust their lesson the teacher must choose the three specialised modifications they feel will have the greatest impact.

Teachers are constantly innovating to find ways to improve the universal offer and the learner led options so that more and more of these specialist items can be met this way. We actively encourage such experimentation by teachers so that they can professionally develop their practice over time and find modifications that fit specific learners best for particular activities.

Colour codes used for each SEND area of need

In this document we describe our universal offer, our learner led options and our specialised options so you can see what you can expect in the lessons your child will be in. We also describe some of the short-term interventions we use where our funding allows, to give children a boost from time to time.

Teachers will have a clear set of purposes in mind for their lesson. For example they may be exploring new materials and one of the activities involves looking at and touching the objects. In such cases it helps the teacher to know that they may need to focus on adaptations to do with Sensory and/or Physical barriers some learners may face. So we colour code this advice in red (the colour we use for Sensory and Physical). Here are the colours we use explained.

Green	Communication and Interaction	ASD & SCLN	Using advanced organisers to explain changes that are about to happen, using modelling and modelling good language use.
Yellow/Amber	Cognition and Learning	Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Using scaffolding that is carefully removed later, breaking tasks into chunks, revisiting learning, verbalising learning, using a visualiser and use of overlays.
Red	Sensory and/or Physical	Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Fine motor practice, multi sensory forms of learning, use of ICT, student led seating arrangements, ear defenders, weighted blankets and jackets, left handed options, enlarged resources and adapted equipment.
Blue	Social, Mental and Emotional Health	ADHD & attachment disorder	Whole school highly predictable behaviour routines, positive framing, removal of labels, explicitly teaching listening skills, thresholding and structured transitions.

Avoiding labels wherever we can

Research over many years has shown that whenever a label of any kind is applied to a child it has real potential to damage their future development. For this reason we try incredibly hard to remove labels whenever we can. Every learner has their own complex set of needs whether these are diagnosed or not and it is the role of the teacher to know these needs well enough to fit the learning around them.

We can't of course remove the use of labels entirely and so unfortunately have to use them sometimes and help the child navigate in a world that also uses them regularly.

We are continuously improving how we remove labels but until recently the dangers associated with them were not fully understood and so the internet and other sources often use them and even some excellent but older resources may use them too.

Please help us in this process if you are aware of their use so we can remove them quicker. Some labels are used by the medical profession such as ADHD, autistic, dyslexic etc. we know that any label is an imperfect way of describing any learner and so we attempt to focus on their particular needs and not the label. This reflects current best practice.

Our Universal Offer in the Classroom

Thresholding	Teacher greeting learners by the door	Calming anxiety through routine, relationship building, transition. Supports predictable structure for ADHD -Reduces sensory overload at busy time
Entry routines	Practiced routines for starting lessons quickly and in a calm orderly way.	Calming anxiety through routine, managing cognitive load. Creates predictability for ASD -Supports memory for SpLD learners
Seating position	Some students benefit from sitting at the back with no one behind them, others pay attention better in the front row. Seating positions are directed by the classroom teacher, with advice provided by the Learning Support department where necessary.	Reduces sensory overload Supports hearing/vision needs Builds independence Improves engagement
Silent attention	Ensuring all students give 100% attention and are listening.	Creates calm environment Reduces auditory overload Supports focus for ADHD Allows VI/HI learners to orient
Recap (Do Now)	An activity that can be done without teacher help at the start of a lesson to remind learners of the key things they have learned before that they will need this lesson.	Retrieval practice combats forgetting curve Builds confidence Reduces anxiety by giving immediate purpose Supports metacognition Quiet classroom and regulation availability
Teacher modelling	The teacher may use a visualiser, complete a demonstration in practical subjects or talk and use the whiteboard. Teacher modelling enables students to see and understand how an answer is created and so the teacher can share their thought process.	Reduces ambiguity Supports metacognition Builds confidence Helps learners with processing difficulties
Checking for understanding	Like chalk boards of old. The teacher asks for a written answer from each learner to be held up so	Inclusive participation Immediate feedback Reduces anxiety about public

– Show Me Boards	they can check understanding quickly without missing anyone out.	answers Supports engagement for ADHD
Checking for understanding – Turn and Talk	An opportunity for learners to form an opinion and try it out on the person sitting next to them so they can develop their thinking in a smaller group as well as hear another perspective.	Builds confidence with oracy Supports social skills Reduces anxiety in whole-class settings Encourages expressive language
Deliberate Silence and Practise	Students write in deliberate silence whilst the teacher walks around the room checking for understanding, providing praise and encouragement as well as 1:1 support where needed.	Encourages deeper thinking Builds confidence Inclusive participation Allows teacher to spot misconceptions
Concept ladders	The whole curriculum spirals around these and so teachers keep returning to them. Each time they spiral around they try to get every learner further up the ladder and so understanding more.	Builds progression Supports mastery Reduces anxiety by showing clear steps Helps learners visualise growth
Exit and transition routines	Practiced ways of leaving a lesson or changing activities in a lesson so they happen almost automatically.	Reduces anxiety Creates predictability Supports sensory regulation Helps ADHD learners manage change

Our Learner Led Options in the Classroom

Learning Support Card	A small number of identified students have a learning support card in order to access a movement break with an emotionally available adult during lesson time. These students can indicate to the teacher that they need to use their card, the teacher is then able to use classcharts to request support.	Calming anxiety through routine, relationship building, transition. Supports emotional regulation Reduces sensory overload Builds independence
Medical / Toilet Card	Students who may need medical assistance or have a medical need to use the toilet in lesson time can show their card to the teacher when they need to do so.	Maintains dignity and safety
Overlays	Students who need to use overlays are provided with them. Each student accesses and uses their overlay whenever they need it to support their learning.	Calming anxiety through routine, managing cognitive load. Reduces visual stress Supports dyslexia Builds independence Improves focus
Attention Aid	There is a small amount of evidence to suggest that fiddling with something small, tactile and noiseless can help students with diagnosis' such as ADHD focus their attention.	Helps focus Reduces anxiety Provides sensory input Builds self-regulation
Green / Red cards	Some students find it helpful to request support or indicate they do not understand a piece of learning without having to do so verbally. These students can use a green / red card which they have on their desk and turn to red when they need to alert the teacher.	Builds independence Improves engagement
Task Management Boards	A task management board breaks a task down into simple steps that a student can tick off as and when they complete it.	Supports planning Reduces cognitive load Builds independence Improves confidence to talk about learning in steps

Our Specialised Options in the Classroom

Enlarged or braille print	To assist in cases of visual impairment a magnification device as a learner led option may be available also.	Calming anxiety through routine, relationship building, transition. Accessibility
Direction of a TA	Where a TA is assigned to a class, the teacher may direct the TA to work with a specific individual or group of students.	Targeted help for engagement and understanding Implemented <u>EEF</u> TA <u>Scaffolding Framework</u>
SEN Lead observations	SEN Leads are trained to observe patterns of behaviour or need to help inform student support plans.	Immediate intervention for emotional or learning needs.
Individual risk assessments	Conducted by teachers in the planning stages of a lesson or activity. If there is no safe way to engage the child in the given activity then an alternative is sought.	Prevents harm, ensures participation, predictable steps to implement to secure emotional regulation
Intimate care plan	Measures put in place if the learner is likely to need assistance with use of a toilet or other bodily functions.	Maintains dignity and safety
Fatigue or pain syndrome modification	Breaks or lower physical demand where a medical diagnosis indicates the exercise could cause regression.	Prevents emotional and cognitive regression and supports wellbeing

Our Universal Pastoral Offer in social time and lessons

Language of choice	Reinforcing positive behaviour and better use of language and empathy/ emotional language	Calming anxiety through routine, relationship building, transition. Improves oracy skills and social awareness
Clear consequence for each stage in the behaviour policy	Predictable steps for behaviour management	Calming anxiety through routine, Managing cognitive load. Reduces uncertainty
Regular smartness reminders	Prompts for uniform and presentation	Supports routine and expectations
Modelling good manners	Teacher demonstrates respectful behaviour and small talk that develops children's character and uses good citizenship	Builds social skills and communication Improves confidence

	concrete examples. Use of modelled language is vitally important	Transition between lessons and in class is positive micro moments building emotional currency
Access to an emotionally available adult	Teachers can request the support of an emotionally available adult if they feel a student needs this support in a lesson.	Reduces anxiety

Our Learner Led Pastoral Offer in social time and lessons

Access to emotionally available adults	A student can indicate to a teacher if they need emotional support in a lesson. Teachers are trained to be able to help. If a student requires more support than what the teacher can realistically provide in lesson, they can visit the Hub at the next available social time to meet with their Assistant Head of Year.	Calming anxiety through routine, relationship building, transition. Reduces anxiety and supports emotional regulation Builds communication confidence
Self-management techniques	Students can use grounding techniques such as chair grasps or controlled breathing to help them refocus, as and when necessary.	Reduces anxiety and supports emotional regulation

Our Specialist Pastoral Options in social time and lessons

Support from a Behaviour Manager	Initial assessment and calming	Calming anxiety through routine, relationship building, transition. Prevents escalation
Guided restorative practice	Structured conversation to repair relationships	Calming anxiety through routine, managing cognitive load. Builds empathy and communication skills
Access to interventions involving removal from learning or break time	Targeted support for behaviour or wellbeing	Prevents harm and supports emotional regulation

Targeted Intervention Boosts

Interventions

An Intervention is the name given to a half term (6-8 week) planned set of activities to help boost the learner if there is a view that such intervention will have impact.

If the learner is able to understand why they are having the intervention then it is explained to them and, where appropriate, so is the impact that is hoped will come from it.

Interventions are expensive concentrations of resource and so to ensure our resources give as much help to as many learners as possible it is essential that all interventions are evaluated at the end of period to assess impact.

If there is insufficient impact then it would be unusual for the school to do the same intervention a second time. They are more likely to either attempt a different type of intervention or invest the resource with a different learner whose needs may be matched better to this method.

Sometimes a learner may enjoy an intervention that is causing their learning to be impacted negatively so although the opinion of the learner is listened to, teachers will exercise professional judgement in allocating interventions and must have the ability to allocate based on need, impact and availability.

Given the resources invested, interventions are often shared with parents as all such measures tend to be most effective when all of the adults around the learner are working in close partnership.

Example interventions

These are tailor made for the issue they are trying to address and so could not be listed here, but examples may include adapted timetables, short term withdrawal from a lesson, intensive literacy or numeracy support, mentoring, or attendance at alternative provision.

Identifying Children with SEND

At Liskeard School we take a holistic approach by considering all aspects of a child's development and well-being, gathering information in the following ways:

Transfer Information

- Primary school records, information passed on through meetings with Year 6 teachers and primary school SENCOs. Annual Review paperwork for students with an EHCP.
- Safeguarding records and attendance data from previous schools

Test results

- SATS results; GL assessment data, mock exam performance

- Specialist assessments such as Lucid Rapid/Exact, MIDYIS, NGRT (reading & spelling), sensory audits, ND profiling, and SEMH profiles.
- Teachers monitor progress in lessons, mid-term, and end-of-cycle assessments. Students not making expected progress are referred to the SEND team for further diagnostic screening.

Attendance and Behaviour

- Attendance is checked daily; low attendance may indicate barriers to learning.
- Behaviour data is monitored by the Pastoral Team to identify students whose behaviour affects learning.

Academic Progress

- Report data highlights patterns indicating difficulties. Subject teachers, Heads of Department, and the SEND team collaborate to provide targeted support.

Student Voice

- Students share challenges in learning or social-emotional wellbeing. Staff listen, understand their needs, and make recommendations via student passports.

Parent/Carer Partnership

- Parents and carers are partners in support and have many opportunities to attend specialist SEN events in school as well as meet with members of the Learning Support team individually.

External Agencies

- We work with the NHS, CAMHS, Educational Psychologists, Autism in Schools Team, and other services. Recommendations and diagnoses inform student support.

Ongoing Monitoring and Collaboration

- Teachers and pastoral support staff can refer a student to the Learning Support team at any time.
- Subject teachers, SEND, and pastoral teams monitor progress and adjust interventions to ensure students receive the support they need.

How we Evaluate Effectiveness : Graduated Approach

In simple terms, Graduated Approach, means that as find out more and more about how your child learns we can make sure we have everything in place to properly support them and we will often review and improve the 'universal offer' we provide to all children to make sure it includes all these needs. When the universal offer is not quite enough, we gradually increase this by adding measures just for the smaller group of students who need this more specific help, hence a 'graduated approach'.

How we identify the need

When a concern is raised by a class teacher or a parent, we follow the Cornwall Graduated Approach to Inclusion (GATI). This could involve some or all the following:

- Student voice is carried out to explore the student's feelings about school and we listen to students when they are saying they are struggling with work with them to reduce any worries.
- Student is discussed by the Learning Support team at their weekly meeting.
- Classroom observation, round robins sent to class teachers to get a bigger picture of concern.
- We review attainment, behaviour, and attendance records.
- Diagnostic screening that produces standardised scores such as reading, literacy, numeracy, or language tests are evaluated. Referral may need to be explored for external agencies such as Speech and Language, Cognition and Learning Team.
- Student passports updated with new strategies on Class charts.
- Exam Access Arrangements Assessor may carry out further assessments.
- External advice may be sought through the Autism Team or Educational Psychologist helpline.

Monitoring Progress and Provision through Collaborative, Holistic Support

We take a holistic approach to supporting every child's development and well-being, working closely with our safeguarding, pastoral, and attendance teams to ensure each student receives the care and guidance they need. Our pastoral support arrangements are designed to nurture the emotional and social development of all children and young people, including those with Special Educational Needs (SEN). We take bullying very seriously, and our strategies for prevention and intervention are outlined in our Anti-Bullying Policy. Furthermore, all measures to keep children safe, including those with SEND, are clearly set out in our Safeguarding Policy.

- **Ongoing curriculum assessments** and academic reports are used to track progress.
- Data from assessments, attendance, behaviour, and student voice ("All About Me") inform the level of support a student may need.
- Evidence is gathered by teachers to support requests for **exam access arrangements**, aligned with students' normal way of working, typically selected from the end of Year 9.
- Further specialist assessments, including those from external agencies, are conducted as required, addressing the four broad areas of need.
- We take a **holistic approach** to each child's development and wellbeing, working closely with external agencies such as the Early Help Hub and County Inclusion Team.

- **Senior pastoral support** ensures the emotional and social development of all students, including those with SEND.
- Measures to prevent bullying are outlined in our **Anti-Bullying Policy**, with additional support including **Peer Mentoring** assisting students in their transition from Year 6 to 7.
- Parents and carers are actively involved through regular discussions, both formal and informal, as well as opportunities to come into school to attend events designed to help with specific SEN needs.

Pupils who are highlighted for tracking (T)

When we look in detail at how a child is progressing the first gradual increase in our support is to place them in a group where we can track their progress more closely. This is an internal process that allows us to check back in on this group, look more closely at their assessment data separately from the rest of the school and look for patterns that may help us understand if there is a greater need.

In order to provide us with the greatest adaptability we move pupils onto this list and off this list fluidly, sometimes just for a short time as we are conducting investigations and sometimes for a long time when we want to gain greater insight over time. Parents and the pupils themselves are often unaware that we have placed pupils in this group until we have something to report from it.

A number of students with additional needs manage very well within our universal offer. It is however important that we are aware of any diagnosis' a student may have, if they are on the pathway for assessment or have a medical need. Students in this category are added to our Additional Needs register. A number of students on the additional needs register have Learning Support Cards, Corridor and Medical cards along with a Pupil Passport, a one page overview communicating important information about them to teachers. Many also have laptops assigned to them, access to overlays and attention aids. Exams access arrangements are also available to those who need this.

Targeted Support

In some cases we conclude that a graduated change in provision for a pupil is something that is likely to help them and so we may put in place some 'targeted support'. These involve a very large group of interventions and ideas all designed to target a bit more support on the pupil to help support them. At this point we may inform the pupil and their parents of these interventions which could include some of the following items:

- A Pupil Passport (a one page overview communicating important information about them to teachers)
- Additional time in examinations
- Use of a laptop in some subjects
- Invitation to join a support group such as social skills, understanding emotions, or understanding my diagnosis.
- Continued monitoring of their data

- Access to spaces such as quiet spaces in the school
- Sharing of strategies that may help with the parents or the pupil

We will monitor how these interventions are working internally and may make changes to adjust the measures we use at any time depending on our understanding of the impact.

Pupils who are highlighted for regular review (K): SEND support

In a small number of cases we believe that monitoring isn't giving us enough information about what is working and so we enter into a fairly intensive process called an 'Assess, Plan, Do, Review Cycle or APDR. This involves assigning a student a keyworker who meets regularly with the parent and student to oversee the support that they need. Keyworkers are usually a member of the Learning Support team, however can also be a safeguarding or attendance officer.

The Assess, Plan, Do, Review Cycle

Students identified as needing **SEND Support** enter the APDR cycle, ensuring their progress is continually monitored, reviewed, and adapted.

Parents or carers may have seen or heard the phrase 'Assess, Plan, Do, Review'.

This describes the process of identifying needs and then coming up with a plan with parent/carer and sometimes other professionals.

We plan, carry out an intervention and then review this plan to see if this has accelerated the progress of the student.

An example of APDR Cycle:

Stage	What Happens
Assess	Students, parents, and carers share their views. Teachers carry out 'quick-check' this could be observations/assessments/examples of work. Diagnostic testing may be completed (e.g., Lucid Rapid, book looks). Advice may also be sought from external professionals, such as Educational Psychologists, CAMHS, Occupational Therapists, and others.
Plan	The identified keyworker meets with the student and their parents to agree on interventions, support, and expected outcomes. Only one intervention runs at a time to ensure it can be closely monitored and reviewed.
Do	The agreed plan is put into action. Tutors and subject teachers monitor the student's progress and check the effectiveness of the plan within lessons. Specialist equipment, such as writing slopes, reader pens, pencil grips, or laptops, may also be provided if needed.
Review	A follow-up meeting is held to evaluate whether the plan is working and to decide next steps. Adjustments may be made based on the student's progress and ongoing needs.

All students receiving SEND Support or with an EHCP are recorded on our **Record of Need**.

Pupils who require an Education, Health and Care Plan (EHCP)

In a very small number of cases, all of the graduations up to this point are unable to meet the needs of the pupil because these needs are deemed to be currently beyond what is usually available in a mainstream school.

In such cases we work together with parents to look at the full range of additional measures and the complexity of this work may require the school and/or the parents to make an application for an EHC plan. Such plans are required when multiple agencies are involved and so are designed to help all of the agencies work together more coherently around the child.

When an EHCP is put together, those involved need to assess if they believe the pupil is able to make the required progress with the measures in place to make effective progress in the mainstream setting or if the setting does not have the required expertise, services and equipment to meet the needs in which case the EHCP would be a stepping stone to seeking education at a specialist school or organisation outside of mainstream education.

There is currently a great deal of debate nationally regarding how effective EHCPs have been since their introduction in 2014. The outcomes for pupils with EHCPs according to national data, have worsened in this time and so there is a distinct possibility that a new system will replace them. Whilst this debate continues we will continue to focus on meeting the needs of the child as our main concern and adapt the systems around them so we can minimise disruption to their education and always take decisions that meet their needs as learners rather than meeting the need of any government system.

As a school we will follow all of the current requirements for EHCP application and support parents and pupils to the best of our ability through the current process.

2025 – 2026 SEND Whole School Data and Provision

Current number of pupils in each SEND graduated group

EHCP	SEN Support (K)	Tracked (Formerly AN for additional need)	Universal Provision (N)	Total pending EHCP application
64	97	115	849	3

EHCP	K	AN (Old Z)	N	Total Pending EHCP Application
19	94	112	283	4

Key to the labels used in the table

- EHCP – Education, Health, and Care Plan – Statutory
- K- SEND Register – Census record.
- T – Tracked – As described earlier these include the very large number of adjustments and monitored interventions including passports. This has Previously this has been named as AN (Additional Needs) or referred to as Z because this was the coding used for DfE returns.
- N – Needs are met through Universal Provision (not on the register of need)
- The total pending an EHCP application will already be included in the other data.






Due to changes in national and local guidance, the number of pupils in SEND K should steadily decrease as emerging evidence is that this category should be used for shorter intensive interventions in which resource can be focussed. This will mean that the T category is likely to grow and contain more of the regular interventions that are used.



The total number of pupils in N is not predicted to change very much but depends upon the needs of each particular cohort.

The change in the number with EHCPs is very dependent on what additional provision is available in the area and the direction national policy takes in the coming years.

SEND provision and staff/training development information.

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 2024/25
Wendy Birkbeck 	Assistant Head teacher (Inclusion) SENCO & Designated Safeguarding Lead	Qualified teacher SENDCO Diploma	Trust SEN meetings Mental Health Lead 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
Lauren Hayes 	SEND teacher	Qualified teacher Background in specialist provision	SENCO qualification in process
Sarah Evans 	SEND Lead (Learning)	English Degree Qualified Autism Champion	Training to help students with specific learning needs (dyslexia, dysgraphia, slow processing)

<p>Amanda Gaynor</p> 	<p>SEND Lead (Social and Emotional)</p>	<p>Degree in Child Adolescent & Mental Health Qualified Autism Champion</p>	<p>Autism Champion update training Mental Health First Aid</p>
<p>Kaye Chapman</p> 	<p>Exams Access Coordinator</p>	<p>Degree in Education (special field SEN) Qualified Level 7 Exams Assessor Qualified Trauma Informed Schools Practitioner</p>	<p>Mental Health First Aider Certificate in Mental Health awareness JCQ updates and new regulations for exams.</p>

Allocation of SEN Funding

This was allocated in the following ways:

- Learning support staff including a specialist SEN teacher
- External Services
- Teaching and learning resources
- Staff training
- Specific SEND resources eg: intervention programmes, sensory items

Deployment of Learning Support Assistants.

We continue to follow the **EEF guidance on the effective use of teaching assistants (LSAs)**. Current deployment includes:

- **Thinking Reading** – most of our Teaching Assistants (LSA) are employed to deliver our highly effective Thinking Reading programme. According to the National Literacy Trust, 20% of secondary aged people are categorised as having a low reading proficiency (The National Literacy Trust, 2023). The research shows that these young people will have difficulties with accessing

the school curriculum and their GCSE exams (Ricketts et al., 2020). Numerous studies have also indicated a strong correlation between reading ability, educational attainment, employment, and health (Bynner and Parsons, 2006, McIntosh and Vignoles, 2001). At Liskeard School, we are proud of our partnership with *Thinking Reading*, an innovative literacy programme that offers a rigorous and systematic intervention for these young people who experience difficulties with reading. The programme opens with two weeks of intensive assessment and diagnostic work from the tutors. Students then receive three personalised, one-to-one reading lessons with an expertly trained tutor each week until they reach their chronological reading age. These lessons involve working on vocabulary knowledge, phonics, and comprehension. On average, students make between 1–3 months' worth of progress in each 30-minute lesson. Every 5–6 lessons, students are reassessed and move to the next level if they achieve an accuracy of 97% or more. Students graduate from the programme when they sit and pass a standardised reading test at their chronological age.

- **Transition support** – at the beginning of each academic year LSAs spend time in Year 7 classrooms helping students understand the expectations of secondary school and provide support where necessary.
- **Small group tutoring** – we employ a higher level teaching assistant to provide short term, bespoke tutoring to individuals to help them gain confidence and expertise in their learning to help them return full time to the classroom.

By aligning our LSA deployment with EEF research, we aim to enhance pupil outcomes, particularly for those with additional needs, while promoting independent learning skills and maintaining strong teacher-led classroom instruction.

Deployment of Specific Resources aligned to Specific Pupils.

In line with the research guidelines we will always attempt to minimise the removal of a child from their classroom for additional support unless their behaviour is dysregulated or there are other reasons why leaving them in class is not appropriate.

Similarly in line with research we always attempt to minimise the specific one to one support of a TA or other staff member as this tends to provide an additional barrier to them directly accessing the expertise of the teacher. Often when an EHCP or intervention talks of one to one support it is referring to there being the option to put this in place as a temporary measure if usual measures are not being effective.

Finally, in line with current research we entrust the allocation of funding to our SEND specialist team and so in order to give them the freedom to utilise all available funding to greatest impact we won't restrict them by committing set funding to particular strategies. For this reason we won't share how funding is currently being allocated for any individual pupil because to do so would then provide the pupil and parent with expectations and commitments which the team may need to withdraw from if it isn't working. Sometimes, for example, we have found that initiatives which are very strongly supported and liked by the pupil and parent can lead to a widening of the achievement gap and in such cases we need the specialist team to have the professional flexibility to withdraw the programme and seek alternatives that may be more pedagogically effective.

How we work with all our stakeholders

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	½ 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	½ 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
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

How we Achieve Continuous Improvement

Monitoring the Impact of Training

We track the impact of training through a range of strategies:

- SEND reviews
- Quality assurance of lessons and established routines
- Weekly Staff CPD on Attendance, Teaching and Learning and Adaptive Teaching Strategies to support students with or who may have SEND (**What is good for SEND is good for EVERYONE**)
- Whole school Coaching
- Teaching and learning drop-ins
- Observation of interventions
- Student shadowing and direct observations
- Conversations with students
- Monitoring attainment, attendance, behaviour, and progress
- Celebration books
- Tracking EHCP Tiny Steps progress

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.

Complaints Procedure

Our complaints procedure is published on the school website.

Additional Information and Key Documents

- **Designated Safeguarding Lead:** Wendy Birkbeck
- **Designated Children in Care Lead:** Wendy Birkbeck
- **Local Authority Offer:** www.cornwallfisdirectory.org.uk
- **Accessibility Plan:** Available on the school website
- **Curriculum and SEND Accessibility:** Details available on the school website
- **Safeguarding Policy:** Available on the school website
- **SEND Policy and School Offer:** Accessible via the website

All SEND-related policies and Information Report, comply with the **Disability Discrimination Act 1995**, the **Equality Act 2010**, and the **Children and Families Act 2014**.

SEND Glossary

Abbreviation		
	Academy	An Academy is a mainstream school which receives funding directly from the Government and is independent from direct control of the Local Authority. However, academies usually follow policy and procedures set by the Local Authority and work in partnership with them for students with SEND needs.
	Adapted Teaching and Learning.	Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to select which fits the aptitude of the student
	Annual Review	The review of an Educational, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months of children in early years.
	Areas of Need	These are four categories that are young peoples SEND needs. The Four SEND Needs are: Cognition & Learning (C&L) Communication & Interaction (C&I) Physical & Sensory Needs (PS) and Social, Emotional and Mental Health (SEMH)
CAMHS	Child and Adolescent Mental Health Services	Child and Adolescent Mental Health Services (CAMHS) provide assessment, support, and treatment for children and young people experiencing emotional, behavioural, or mental health difficulties, helping them improve their wellbeing and cope with life's challenges.

CBT	Cognitive Behavioural Therapy	This approach teaches people to manage their thoughts, feelings and behaviours.
CIT	Community Intervention Team	A Community Intervention Team is a group of professionals who provide early support and practical help to children, young people, and families in their local community to prevent problems from escalating and promote safety, wellbeing, and positive outcomes.
CIN	Child in Need	A Child in Need is a child who requires additional support from local authorities to ensure their health, development, or welfare is safeguarded and promoted, often due to difficulties at home or in their environment.
C&L	Cognition and Learning	Cognition and learning refers to the ways in which a child or young person thinks, understands, learns, and remembers information, including any difficulties that may affect their ability to acquire knowledge or skills at the same pace as their peers.
C&I	Communication and Interaction	Communication and interaction refers to a child or young person's ability to understand and use language, express themselves, and engage effectively with others, including any difficulties that may affect social skills or meaningful participation in learning and everyday life.
CoP	Code of Practice	This means Send Code of Practice which is government legislation which sets out the expectations for meeting the needs of disabled students in school.
CSC	Children's Social Care	Children's Social Care refers to the services provided by a local authority to support and protect children and young people, particularly those who may be vulnerable, at risk, or in need of additional help
CYP	Children and Young People	Children and young people are individuals from birth up to the age

		of 25 who are in the process of growing, learning, and developing, and may require support to achieve their full potential in education, health, and wellbeing.
DfE	Department for Education	The department for education, the government department that develops education policy and funds schools.
DD	Development Delay	Developmental delay in reaching the normal stages of development, for example sitting or talking.
DLD	Developmental Language Disorder	A delay in acquiring and using language
	Expressive Language	How a young person expresses ideas, thoughts and feelings through speech.
EHCP	Educational Health Care Plan	An EHCP brings together education, health, and social care support in one plan to ensure the child or young person receives coordinated, tailored help to achieve their full potential.
EA 2010	The Equality Act 2010	The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.
EP	Educational Psychologist	An Educational Psychologist is a trained professional who assesses and supports children and young people's learning, development, and mental health, providing guidance to schools, families, and other services to help them reach their full potential.
EWO	Education Welfare Officer	Education Welfare Office, employed by the LA to make sure that children are attending school.
	Fine Motor Skills	Fine motor skills are the abilities that involve small movements of the hands and fingers, such as writing, buttoning clothes, or using utensils,

		which are essential for everyday tasks and learning activities.
	First Light	First Light is a charity for anyone who is experiencing or has experienced domestic abuse or sexual violence. https://www.firstlight.org.uk
	Governors	A school's governing body that oversees the workings of the school. It includes a SEND Governor and a Parent Governor.
GP	General Practitioner	A General Practitioner (GP) is a doctor who provides primary medical care, diagnosing and treating a wide range of health issues, offering advice, and referring patients to specialists when needed.
	Jeremiah's Journey	Jeremiah's Journey provides compassionate bereavement support for children and families in the UK. https://jeremiahsjourney.org.uk
	Kooth	Kooth is online mental health support that any student can register for and access help. https://www.kooth.com
	Literacy Skills	Reading, writing and spelling ability.
LA	Local Authority	The local authority is Plymouth City Council it is responsible for the statutory assessment of education, health and care assessments and maintaining Education, Health & Care Plans.
LAC	Looked After Children	Looked After Children, also known as children in care (CiC) or care experienced children (CeC)
LA	Local Offer	Local authorities are required to publish a 'local offer'. A local offer provides information about services to support children, in and outside of school.
	Mainstream School	A primary or secondary school where all abilities of students attend.

	Mediation	Mediation is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships and can deal with problems you were not aware of. Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement.
MHST	Mental Health Support Team	This is a service that is for early mental health help. They provide CBT based help to young people to help them manage anxiousness.
NHS	National Health Service	All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.
PB	Personal Budget	Personal budget is an amount of money allocated to an individual or family to pay for services, support, or care that meets their specific needs, giving them more choice and control over how support is delivered.
PHB	Personal Health Budget	money given to an individual to plan and pay for healthcare and support services that meet their specific health needs, allowing them greater control and flexibility over their care.
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service	Provides free, impartial guidance and support to children, young people, and their families about education, health, and social care services related to special educational needs and disabilities.
PV	Parent Voice	Parent Voice refers to the opinions, feedback, and active involvement of parents or carers in decisions and planning related to their child's education, health, and wellbeing, ensuring their perspectives are heard and considered.

SALT	Speech and Language Therapist	Speech and Language Therapist who assesses a young person's receptive, expressive language.
	School Nurse	A nurse working in community nursing but specialising in school age children. School nurse referrals can be made by schools about a range of health needs.
SEND	Special Educational Needs and Disabilities	This is the education acronym for disabled children deemed to have special educational needs.
	SEN Support	When a child or young person has been identified as having special educational needs, schools should act to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a fourpart cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.
SENDCO	Special Educational Needs and Disabilities Coordinator	Special educational needs and disabilities coordinator. The SENDCo does not do all the work with disabled or SEND children, they coordinate the provision that they will receive. The young person's teachers retain responsibility for their progress.
	Sensory Impairment	Partial or complete vision or hearing loss.
	Social Worker	A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.
SPLD	Specific Learning Difficulty	Dysgraphia = difficulty with recognising the written words, letters or sounds. Dyslexia – specific difficulty with literacy Dyscalculia specific difficulty with numeracy Dyspraxia – a condition that affects

		fine motor skills, organisation and coordination
YPC	Young People Cornwall	From drop-in youth groups to one-on-one mental health sessions, we offer a huge range of support – all over Cornwall.
NM	Normal Magic	We are a group of professionals with backgrounds in Mental Health Nursing, Occupational Therapy, Teaching, Clinical Psychology and Consultant Psychiatry and the world of Business Management who have worked in under 18s health care and education for decades! Our time in health and education services has brought us an abundance of experiences working alongside children, young people, their families and professionals.