



## School Offer and SEND Information Report

Date: September 2024

### **Our 'School Offer' for the inclusion of all students including those with Special Educational Needs and Disability (SEND)**

At Treviglas Academy we welcome everyone into our community. Treviglas endeavours to make available inclusive provision to ensure that all students, including those with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our School Offer is information for the parents/carers of children who have Special Educational Needs and disabilities (SEND) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive, if parents/carers choose Treviglas for their children.

Within Treviglas, we believe that:

All students are valued and included regardless of abilities, needs and behaviours

All students are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs

All our teachers are teachers of students with special educational needs

All our students can learn and make progress

Effective assessment and provision for students with SEND will be secured in partnership with parents/carers, students, LA and other partners

Maintaining student safety and wellbeing is central to their development

**Name of the Special Educational Needs/Disabilities Coordinator:** *Mrs Roseanna Penrose*

**Contact details:**

**Person with overall responsibility for all students:** Head Teacher Mr James Rogers

**Person overseeing the needs of students with SEND:** SENDCo Mrs Roseanna Penrose

**Heads of Year:** Miss Louise Dandy- Y7 and Y8, Mr Keith Lewis -Y9 and Y10 Mrs Nicola Vittle - Y11

## **Our SEND Team**

**SENDCo** – Mrs Roseanna Penrose

**Student Support Manager: SEN** - Mrs Sam Whitchurch

**Personal Learning Mentor and ASD Champion** Mrs Claire Bellamy

**Student Services, Wellbeing** - Mrs Emma Langford

### Effective Learning Assistants

We also have a small team of Teaching Assistants who deliver targeted intervention to those students requiring additional support.

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

Students who are identified as needing additional support with their learning can be added to the college SEND Record of Need. Their progress is then monitored not only by the Heads of Department for each subject area but also by the college Special Educational Needs Team including the SENDCo, Mrs Roseanna Penrose.

Students can be placed on the SEND Record of Need at any stage of their school life and have most often already been identified by their primary school (we will review during and post transition). However, we understand that students' needs vary with time and so students are referred to the SEND team by our internal SEN referral system.

Students who need intervention and support, can be placed on the SEND Record of Need for a variety of reasons. They may be struggling with their literacy and are screened for Dyslexia. Some of our students have a diagnosed condition such as Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). Others may have a physical or medical condition affecting their ability to access learning. The SEND Team ensures that the learning experience is positive and that all students have the same opportunities for success and to make progress.

Most students on the SEND Record of Need simply require a slightly different approach to teaching in the classroom in order to make good progress. Teachers are advised of the strategies required to ensure each student has the best possible chance of reaching their potential.

When a subject teacher, member of the pastoral team or SENDCo identifies a student in need of additional support, this means they may require interventions that are **additional to** or **different from** those already provided as part of the school's differentiated curriculum and usual strategies.




## **Education, Health and Care Plans**

An Education, Health and Care (EHC) plan for children and young people with complex needs, places emphasis on personal goals and describes the support your child will receive while they are in education or training.

## **SEN Support and 'Concern'**




For students with less complex needs but who still require help, the SEND team identifies the area of additional need that your child may require. This may involve some additional investigation with reading, spelling or comprehension tests. If a specific need is identified, your child may be supported on one of the school's programmes or be referred by the SENDCo to specialists for further assessment.

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

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all students are valued. Student voice is represented in all aspects of school life.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"> <li>School council</li> <li>Student leadership team</li> <li>Tutor group feedback</li> <li>Student participation in focus groups</li> <li>Debates</li> <li>Student voice</li> </ul>	<p>Students with SEND are encouraged to be involved with all the feedback groups. Students with SEND are engaged in discussions about teaching and learning to generate fully inclusive reviews based upon school-led initiatives and developments. Their work is sampled in line with that of other students to promote more specific discussions about learning. These groups can impact on the provision or modification of additional provision.</p> <p>A mentoring process is used to support students that require it.</p>	<p>Individualised support is responsive to the views of the students. These are heard in various ways.</p> <p>Students' views are an integral part of TAC, meetings of concern/parental meetings and annual reviews.</p> <p>Students with SEND are at the centre of the writing of assess, plan, do, review documents, which are then used by staff to support the student in the classroom.</p> <p>Students are supported by person centred planning and target outcome setting.</p> <p>Documentation is presented in a format that is accessible to the student.</p> <p>Students with SEND are encouraged to discuss concerns with the SENDCo or the SEND team.</p>

		<p>Pastoral and SEND teams are experienced and able to deal with concerns and issues as they arise.</p> <p>The school works closely with external professionals and are able to seek support for students as necessary.</p>
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**2.Partnership with parents and carers**

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school welcomes support and works in partnership with parents and carers:</p> <p>The parents/carers of all students are invited to attend parent/carer evenings.</p> <p>Students' progress is monitored regularly and shared with parents/carers.</p> <p>Parents/carers are aware of who to contact if they have any concerns: Tutor/Subject teacher Learning Leader SENDCo Head teacher</p>	<p>Families are invited to attend specific information evenings throughout the year on a range of topics (for example the Year 11 revision evening) as well as the more traditional parents' evenings, such as curriculum evenings, careers fairs, and work experience information, residential activity briefings and option evenings.</p> <p>Parents are encouraged to contact school about any concerns they have.</p>	<p>Parent/carers are actively involved and are an integral part of all TAC/meeting of Concern/parental meetings and Annual Reviews.</p> <p>All documentation is presented in a format that is accessible to parents.</p> <p>Advocacy is available to ensure the parent/carer views are taken into consideration and are pivotal in the plans to support their child.</p>

<p>SEND Team</p> <p>All members of staff have their own email and parents and carers can get in touch directly with a member of staff or via reception.</p> <p>The website enables parents/carers to find out key information.</p> <p>A text message service is used to inform families of key events. These events are also publicised on the school's social media.</p> <p>Families can request to receive information by email.</p> <p>Show my homework is used to inform parents/carers of the homework set.</p> <p>Parent Forums meet throughout the year.</p> <p>Open events are held throughout the year, which include:</p> <ul style="list-style-type: none"> <li>● Open evening and open mornings</li> <li>● Year 6 Intake Evening for parents/carers</li> <li>● Year 9 Option Evenings</li> <li>● Post 16 evening for parents/carers and students</li> <li>● Parents Evenings</li> <li>● Year 7 settling in evening</li> <li>● Summer concert</li> </ul>	<p>Parents/carers are invited to be part of the Assess/Plan/Do/Review process with the SENDCo/member of the SEND team</p> <p>Parents can also request a meeting with the SENDCo/member of SEND team/pastoral team</p>	<p>SENDCo/member of SEND team is available to discuss issues concerning students with SEND.</p> <p>SEND Department staff or senior leaders are key workers for vulnerable students.</p> <p>Parents/carers are invited to liaise closely with the SEND team to provide information to the school that will continue to support the collaborative approach.</p>
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<ul style="list-style-type: none"> <li>• Christmas festival</li> <li>• RSC productions</li> <li>• Christmas Charity Concert</li> </ul> <p>Parents/carers are invited to attend rewards ceremonies</p> <p>All parents are invited to support their child in their learning e.g. through support with reading at home, completion of homework etc.</p>		
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### 3. The Curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of their ability and/or additional needs, have full access to the curriculum.</p>	<p>After school and holiday/weekend revision sessions in different subject areas are provided as appropriate.</p> <p>Intervention packages are bespoke and needs led, with the aim of improving key skills required to fully access the curriculum. The progress of the students</p>	<p>Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities.</p> <p>Students with SEND can access the curriculum with support as appropriate.</p>






<p>The curriculum is broad and balanced and includes vocational options.</p> <p>Student data tracking enables staff to support those students falling behind trajectory regardless of the starting point. In order to support students the most appropriately, further steps are taken leading to discussion with the student and specific needs and next steps.</p> <p>Data from Primary school and Reading Age (RAGE) and Spelling Age (SAGE) are used as baseline data to measure progress.</p> <p>Progress across the curriculum areas is monitored at the end of each year through 'Finals' in all areas. At the end of KS4, GCSE results are used to monitor progress, using the ISDR, PIXL, national data and the OFSTED data dashboard.</p> <p>Setting occurs in some subjects as deemed appropriate by department heads in consultation with the Senior Leadership Team.</p> <p>Show My Homework application and Homework Club</p>	<p>is reviewed regularly and the intervention continued as appropriate. Intervention work includes:</p> <ul style="list-style-type: none"> <li>Maths intervention</li> <li>Precision teaching sessions</li> <li>Targeted and personalised support in English/Maths</li> <li>Reading pens</li> <li>Social skills programme</li> <li>Exam concessions</li> <li>Access to Literacy support box</li> </ul>	<p>We prevent disapplying students from the National Curriculum by supporting them through their option choices. All students are given opportunities to access EBacc, as well as creative subjects. We would consider the disapplication when absolutely necessary, to support better focus on key subjects.</p> <p>Other ways we can support:-</p> <ul style="list-style-type: none"> <li>Personalised packages.</li> <li>Alternative educational provision e.g. Restormel Alternative Provision Academy/CHES/Take 2/Wave Project/SAVVY Education/Remembering our roots, RSPCA</li> <li>Work placement programme</li> <li>Life Recycle</li> </ul>
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## 4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The whole school uses a dyslexia-friendly approach to teaching and learning ASD friendly strategies are used in and out of the classroom Sight/hearing impairment strategies ICT provision Differentiated tasks Regular assessment Praise and reward through the behaviour policy Clear, consistent boundaries and consequences Variety of individual, paired and group tasks. Early identification system Homework Club (Study Support) GCSE study clinics</p> <p>Subject specific intervention</p> <p>Students receive clear feedback on how to improve work through marking policy (What Went Well and Even Better If)</p>	<p>Social skills programme ASD Champion Visual prompt cards and timetables Key word lists for pre/post learning Individual laptops for classwork Additional adult support in lessons Small group literacy/maths intervention Paired reading group Assessment and exam access arrangements</p>	<p>Education Plans for students with an EHCP Specialist resources and equipment Advice from partner agencies Personalised /alternative timetable and/or educational provider The SENDCo meets with students to maintain the relationships and to provide support to students who require advice/support at any stage during the school day</p>




<p>There is the development of literacy and numeracy across the curriculum</p> <p>Students are set in ability groups in the core subjects</p> <p>Teaching and Learning policy</p>		
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### 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school actively encourages independent working</p> <p>The school offers areas where students can work independently for example in the library at break/lunchtime and homework club</p> <p>PSHE programme</p> <p>Regular marking and feedback for next steps, which students respond to</p> <p>The School Ambassador programme</p>	<p>Use of ICT including iPads and laptops</p> <p>Individual provision maps</p> <p>Break and lunchtime club available to students</p> <p>Differentiated resources to support independence e.g. writing frames</p> <p>Students have personalised equipment to support them e.g. reading pens</p>	<p>Education Plans for students with an EHCP</p> <p>Supported access to extra-curricular activities/PE</p> <p>Referral to Homework Club(Study Support)</p> <p>Referrals to external community groups</p> <p>Additional classroom support to teach and develop independence e.g. questioning prompts from TAs</p>




<p>Variety of independent, paired and group tasks          Work experience programme          Contact with parents to encourage independence          Classroom resources e.g. dictionaries, literacy mat          Lesson routines have been developed across the school to support expectations within lessons and moving between lessons          Students have a personal email and Show My Homework account where they can contact teachers to ask for support</p>		<p>Additional meetings with parents/carers to support in preparation with assessments</p>
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## 6. Health, wellbeing and emotional support

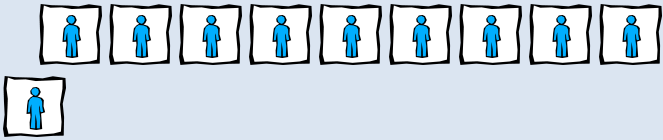


<p>Whole school approaches            The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Safeguarding Team            PREVENT lead            Safeguarding Policy            First Aid policy            Anti-bullying policy            Inclusion policy            Student Welfare Support Team            Integrated Health Centre</p>	<p>Mentoring Service            Access to Behaviour Support            Social skills programme            Time out facility            Referrals to partner agencies  <b>Quiet space</b> access at break/lunchtimes and additional programmes            Referral to school nurse</p>	<p>Alternative Provision            Individual Health Care Plans            1:1 Programmes            School Multi-Agency Meeting (termly)            Referral to Early Help Hub/MARU            TAC meetings            Referral to partner agencies</p>

<p>School Nurse Service          Qualified First Aiders          Restorative Justice programme          PSHE programme to develop community awareness, social and relationship skills.          Peer mentors/buddy system          Praise and reward system          Variety of extra-curricular activities          Presentation/celebration assemblies          TIS Practitioner (formerly THRIVE)          SEN team</p>	<p>Additional support programmes organised by the Student Welfare Team          Support from outside agencies, including:          ASD Team          Audiology Service          Visually Impaired Service          Social Care          Looked After Children team          Counsellors          Behaviour support Service          CAMHS Primary Mental Health team          Physio/OT/SALT          CHES/CICESS/Virtual School          Educational Psychology team          CLEAR          KOOTH          Penhaligon's Friends</p>	<p>Support with personal care          Students may have a 'go to' person and 'go to' safe place</p>
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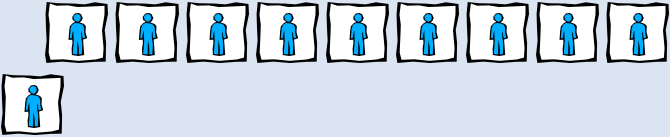


## 7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>We offer an extra@ programme, which includes a range of extra-curricular activities/clubs for all students to take part in Activities at lunch and break times. For example, volleyball in the Sports Hub, access to music rooms for band rehearsals</p> <p>School Council</p> <p>PHSE and tutor group programme</p> <p>Leadership opportunities across the curriculum</p> <p>Inter house competitions. For example, inter house surfing</p> <p>Duke of Edinburgh awards</p> <p>Head student team</p> <p>Opportunities are given across the curriculum to encourage interaction in the classroom</p>	<p>Supervised lunch and break times where games are played to encourage social interaction</p> <p>Additional support programmes organised by Student Welfare team</p> <p>Social skills intervention group</p> <p>ASD champion</p>	<p>Referrals to partner agencies</p> <p>External support groups Alternative Programmes e.g. CHAOS/Boot Up/Take 2/Wave Project/Young Carers/RSPCA</p> <p>Access to additional supervision for extra-curricular activities and trips</p> <p>Social stories to support transition, change and understanding.</p>

## 8. The physical environment (accessibility, safety and positive learning environment).




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school has a range of policies to support an accessible, safe and positive learning environment. These include:</p> <ul style="list-style-type: none"> <li>Health and Safety policy</li> <li>Accessibility policy</li> <li>Anti-bullying policy</li> <li>Structured rules for moving around the buildings</li> <li>Behaviour policy</li> </ul> <p>Teachers and staff create positive learning</p> <p>Risk assessments are regularly reviewed and updated.</p> <p>Treviglas is a multi-level site; there are ramps and a lift to support children and adults who use a wheelchair.</p> <p>The First Aid team is based in reception and students can access this when needed.</p>	<p>Equality and Diversity policy</p> <p>Staff support in the management of medical needs. For example:</p> <ul style="list-style-type: none"> <li>- Epilepsy</li> <li>- Diabetes</li> <li>- Acute Asthma</li> <li>- Allergies</li> </ul> <p>Liaison with medical professionals</p> <p>Continued Professional Development for key staff</p> <p>Supervised lunch/break</p> <p>Access to the Integrated Health Hub</p>	<p>Disabled Access Policy</p> <p>Specialist mobility/access equipment</p> <p>Liaison with external professionals</p> <p>Health Care plans written with medical specialists</p> <p>Physical and Medical Needs Advisory Service. (PMNAS)</p>

## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Visits to primary schools by key staff and students from Year 7 Y6 Primary liaison event Y6 Intake days and evening Opportunity to meet with tutors provided in summer term Y7 September Challenge/camp College visits for Year 11 students Post 16 open evening Tutorial programme Y6 summer school Primary school workshops both in school and led by Treviglas teachers at the primary school Y9 options evening Y10/11 supported with careers SW/ applications Mock college interviews Signposting to transition events at local colleges Work experience to support with choices moving into Post 16</p>	<p>Y6 transition programme for vulnerable students SENDCo/SEND team attends meetings at primary schools summer term Y6 Liaison with Truro and St Austell Colleges for vocational courses in Y10 Liaison with Truro and St Austell Colleges for Post 16 setting Careers Advisor</p>	<p>Transition plans for Y6 to Y7 EHCP transition review meetings for KS4 students to include, where appropriate, attendance by a careers advisor Additional college visits and transition plans for year 11 students College advisors invited to attend transition reviews Attendance at TAC/Child protection review meetings in spring/summer term of Y6 Additional taster days and/or transition visits are organised, based on the needs of an individual student/a group of students, or based on the discussion with the family and the education provider.</p>



## 10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>All of our teaching staff undergo a rigorous programme of continued professional development and training which encompasses training on supporting children with special educational needs. Teaching Assistants hold a range of qualifications, including specialist training on how best to support young people with a range of conditions across the spectrum of need.</p> <p>Below are a few of the areas of study recently accessed by staff:</p> <ul style="list-style-type: none"> <li>D of E training elements</li> <li>Autism Champion</li> <li>Behaviour</li> <li>TIS</li> <li>First Aid</li> <li>ADHD</li> <li>Safeguarding</li> <li>Manual Handling</li> <li>Hoist training</li> <li>Dyslexia</li> </ul>	<p><b>SENDCo</b> – Mrs Roseanna Penrose responsibility for students they may have or have additional needs, with or without a EHCP.</p> <p><b>Student Support, SEN-</b> Mrs Sam Whitchurch</p>	<p><b>SENDCo</b> – Mrs Roseanna Penrose responsibility for students with a known disability and that have a EHCP.</p> <p><b>Student support, Wellbeing</b> Mrs Emma Langford</p> <p>We employ a <b>Physical Intervention lead</b> who is TTL for PE, in tutor time oversees the physiotherapy needs of our students requiring that intervention as part of their EHC plans – Mr Ryan Johns</p>

Dyspraxia Monitoring Progress Mental health awareness workshop Neurodiversity and the Inclusive Classroom Bereavement Training		
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Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
Autism Spectrum Team	Support students with ASD	Tel: 0300 1234 101
Child and Adolescent Mental Health Services (CAMHS)	Support students with mental health issues.	Tel: 01872 221400 mailto:childrens.services@cornwall.nhs.uk
Communication Support Service	Support students with communication difficulties.	Tel: 01872 323412 mailto:pbell@cornwall.gov.uk
Dreadnought Aspires	Socialisation project for students with ASD	Tel: 01209 218764 mailto:jo@thedreadnought.co.uk
Educational Psychology Service	Support students who are having difficulty with their learning.	Tel: 01736 336810

Hearing Support	Support students with hearing difficulties.	Tel: 01726 61004 mailto:hearing.support@cornwall.gov.uk
Physical Disabilities Service	Support students with physical disabilities.	mailto:wjohn@cornwall.gov.uk
SEN Assessment and Provision Team	Carry out assessments for EHC plans and monitor their implementation.	Tel: 01872 324416
Vision Support Team	Support students with visual difficulties.	Tel: 01872 323438 mailto:vision.support@cornwall.gov.uk

### **Student progress**

Throughout their time at Treviglas Academy, all students are constantly observed and progress noted. Student progress and attainment in Year 7 – 11 is monitored through a series of assessments which are entered into the school tracking system (SIMs) throughout the academic year. In addition, a summary can be given of behaviour incidents, achievements, attendance and any lateness to lessons. Parents are welcome to email or telephone the college should they wish to speak to a particular member of staff about any issues causing concern.

### **If you wish to complain**

If you have any concerns with regards to the SEND provision offered at Treviglas Academy, please do contact the team in the first instance. Should parents/carers be unhappy with any aspect of their child's care at Treviglas Academy, they must discuss their concerns with the school. If this does not resolve the problem or allay concern, the problem should be brought to the attention of a member of the leadership team who will, where necessary, bring concerns to the attention of the Headteacher. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the school complaints procedure.

**Mrs Roseanna Penrose** – SENDCo. I am the SENDCo at Treviglas Academy. My role is to manage the provision made for students with SEND and ensure the right support and interventions are put in place to enable students with SEND to make good progress. I work alongside teachers to ensure they are aware of an individual's needs and are able to appropriately scaffold the curriculum and employ strategies to support the individual student.

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

## Answers to Frequently asked Questions

1. What should I do if I think my child may have special educational needs?
2. Who is responsible for the progress and success of my child in school?
3. How is the curriculum matched to my child's needs?
4. How do school staff support me/my child?
5. How will I, and my child, know how well they are doing?
6. How can you help me to support my child's learning?
7. What support is there for my child's overall wellbeing?
8. How do I know that my child is safe in school?
9. How is my child included in activities outside the classroom including school trips?
10. How accessible is the school environment?
11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?
12. How are the school's resources allocated and matched to students' special educational needs?
13. How is the decision made about what type and how much support each student receives?
14. Who can I contact for further information?

### **1 How does your school know if students need extra help and what should I do if I think my child may have special educational needs?**

At Treviglas Academy students are identified as having SEND through a variety of ways including:

- Liaison with primary schools
- Teacher/TA identifies a student performing below age expected levels
- Concerns raised by parent
- Concerns raised by SENDCo/Pastoral Support Worker for example behaviour or self-esteem is affecting performance
- Liaison with external agencies

### **How will I raise concerns if I need to?**

Talk to us – firstly contact your child's tutor, Head of Year or the SENDCo. We welcome dialogue with parents/guardians/carers and pride ourselves on good home/school communication.

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

Your child's SENDCo and the classroom teacher are responsible for your child's progress and success with the support of the Head of Department, Head of Year and tutor team.

## **3. How will the curriculum be matched to my child's needs?**

Quality first teaching ensures all work within lessons is pitched at an appropriate level so that all students are able to access according to their specific needs. Typically this might mean that the teacher has graded outcomes for the lesson according to ability; however, this can be individually differentiated. The benefit of this type of differentiation is that all students can access a lesson and learn at their level.

## **4. How will I know how my child is doing and how will you help me to support my child's learning?**

Progress data is sent home every half term and there are parents' consultation evenings. Teaching staff will liaise frequently when issues arise with your child's learning via email, letter or phone call. In addition there are various support evenings throughout the year to coincide with transition from one key stage to another, during examination preparation and to support the parents of children with SEND. Homework is published on the college's website (Show My Homework) and students have access to an after college homework club. Parents of children with SEND are invited to attend the assess/plan/do/review meetings with a member of the SEND team.

## **5. What support will there be for my child's overall wellbeing?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that every student should aspire to achieve and are capable of reaching their goals. The class teacher has overall responsibility for the pastoral care and progress of every student in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Head of Department or SENDCo for further advice and support. The school also has a Health and Wellbeing Officer who works at the Integrated Health Hub building with vulnerable children during the school day. Students also have access to a highly experienced pastoral support team.

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

Treviglas Academy is concerned for the safety of all of its students. There is a rigorous approach to safeguarding with a designated Safeguarding Lead/Deputy Safeguarding Lead as well as a wider team of safeguarding officers who have all been trained on Tier 3 safeguarding. The safeguarding team meet weekly. There is a behaviour policy in place with very clear

expectations and a reward/sanctions system to support this. If a student has behavioural difficulties a Behaviour Management Plan (Risk Assessment) may be written alongside the student and parents to identify the specific issues, put relevant support in place and set targets.

**8. What specialist services and expertise are available at or accessed by your school?**

See above in this document.

**9. What SEND training have the staff at school had or are having?**

Staff are offered opportunities to access SEND training through Continuous Professional Development (CPD) training.

**10. How will my child be included in activities outside the classroom including school trips?**

All students are entitled to access activities outside of the classroom including trips and are actively encouraged to participate in extra-curricular clubs and events. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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

The school site is wheelchair accessible with accessible lifts and accessible toilets.

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

The school has a very successful KS2-KS3 transition process and offers a roadshow of events/activities to support transition. The school also runs Inspirational Saturday events throughout the year to aid transition. There are various support evenings throughout the year to coincide with transition from one key stage to another, during examination preparation and to support the parents of children with SEND. Treviglas Academy has close links with the local colleges and works in partnership with Careers South West. The Careers South West officer supports students and works with SEND students through the process of work experience and college transition. There is a work experience week and a careers evening.

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

We ensure that the needs of all students who have Special Educational needs are met to the best of the school's ability with the funds available. We have a team of Teaching Assistants (TAs) who are funded from the SEND budget and deliver programmes designed to meet groups of students' or individual student's needs.

#### **14. How is the decision made about what type and how much support my child will receive?**

The class teacher alongside the SENDCo will discuss the student's needs and what support would be appropriate. Different students will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. We will work with the latest guidance from The DoE and EEF, to ensure your child develops independence and resilience, as well as progression in line with their peers.

#### **15. What should I do if I feel that the School Offer is not being delivered or is not meeting your child's needs?**

**Please contact**

**The SENDCO:**

Mrs Roseanna Penrose

**Or the Head Teacher:**

Mr James Rogers

#### **17. How do we know the School Offer has had an impact?**

We review the targets on the student's Education Plans and ensure that they are being met. We monitor the academic progress of SEND students against national/age expected levels and make sure that the gap is narrowing (they are catching up to their peers or expected age levels). Some students may move off of the SEND register when they have 'caught up' or made sufficient progress. Lastly by reflecting on the verbal feedback from the teacher, parent and student and regularly acting on this to improve the School Offer.

The School Offer/SEND Information Report will be reviewed annually.