



## **Camborne Science and International Academy (CSIA)**

### **Our SEN School Offer – March 2023**

At CSIA, we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters for the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life, within the resource constraints of the school. We provide an exciting, creative and effective learning environment, **recognising and responding to individual learning styles**. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

CSIA adopts a 'whole school approach' to Special Educational Needs (SEN). All staff work to ensure inclusion of all students. The school is committed to providing opportunities for students with SEN to fulfil their potential and achieve optimal educational outcomes.

The school operates a policy of inclusion which: "acknowledges the social, emotional and cognitive factors that contribute to school learning and participation" (Removing barriers to Achievement, The Government's Strategy for SEN: DCSF, 2004). The school takes very seriously its responsibilities towards all students with additional needs and every effort is made to match provision to need. We follow the **Graduated Response** to identification and assessment of additional needs (**Department for Children, Schools and Families Code of Practice**) and operate a 'Graduated Response' to provision (SEN CoP, 2015: 100).

CSIA provides for a variety of SEN, which include: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Physical and Sensory Needs. Some students also attend an alternative provision, or are registered on a dual placement.

Staff have access to a range of **specific** training opportunities throughout each academic year **for SEN**, delivered both by school staff and external agencies/other professionals; **training needs are identified by the SENCo, in liaison with the SLT**.




Staff with responsibility for SEN hold specialist qualifications, where applicable.

**Name of the Special Educational Needs/Disabilities Coordinator: Miss Emily Quinn**

**Contact details: [quinne@cambornescience.co.uk](mailto:quinne@cambornescience.co.uk)**




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

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

| <p>Whole school approaches<br/>The universal offer to all children and YP.</p>   | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>    |
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| <ul style="list-style-type: none"> <li>• The views and opinions of all students are valued and of the utmost importance.</li> <li>• Student voice is active within the school.</li> <li>• Student voice is heard through:               <ul style="list-style-type: none"> <li><input type="checkbox"/> student council (and VI form Student Leadership Team)</li> <li><input type="checkbox"/> consultation</li> <li><input type="checkbox"/> focus groups</li> <li><input type="checkbox"/> questionnaires</li> <li><input type="checkbox"/> student work reviews and feedback sessions</li> <li><input type="checkbox"/> the tutorial program</li> </ul> </li> </ul> <p>The student council:</p> <ul style="list-style-type: none"> <li>- has elected representatives from each year group</li> <li>- agree on actions identified by their peers</li> <li>- consult on matters raised by their peers and the school's SLT</li> <li>- provide panels for recruitment of staff and teachers</li> </ul> | <ul style="list-style-type: none"> <li>- Views of students with SEN are sought via:               <ul style="list-style-type: none"> <li>- SEN specific focus groups</li> <li>- The Graduated Response approach to SEN support, in which the key adult seeks the views of the child at each review stage</li> <li>- Student reviews of interventions</li> <li>- Informal 'check-ins' with the pastoral and SEN teams</li> <li>- Individual 'All About Me' questionnaires</li> </ul> </li> <li>- Additional provision is developed in light of student voice, where appropriate.</li> <li>- CSIA has a dedicated pastoral team (a Pastoral Care Officer, a Deputy Director of Year, an Assistant Principal: Director of Year) for each year group for targeted intervention to support young people and their families and respond to their queries.</li> <li>- CSIA has an identified Mental Health Lead (Mrs Rowles-Jane) and a number of panels are established, including: anti-bullying, wellbeing etc.</li> <li>- Pupil 'peer-mentoring' with members of the</li> </ul> | <ul style="list-style-type: none"> <li>• Individual support is considerate of the views of the student. There is a dedicated team to support a 'person centred approach':               <ul style="list-style-type: none"> <li>- Pastoral Care Officers</li> <li>- Director of Year</li> <li>- Assistant Principal Director of Year</li> <li>- Deputy SENCo</li> <li>- Assistant Principal SENCo</li> <li>- Assistant Principal: Alternative Provision (and Mental Health lead)</li> <li>- TA Manager</li> <li>- Vulnerable Students' Co-ordinators</li> <li>- ASD Champion</li> <li>- Dyslexia Champion</li> <li>- Hearing Support Champion</li> </ul> </li> <li>• The student's views are an integral part of TAC/Early Support meetings and SEN Graduated Response reviews.</li> <li>• Advocacy is available to ensure the above.</li> <li>• Documentation is presented in a format that is accessible to the student.</li> <li>• Key students are provided with a 'trusted adult' from the SEN Team with weekly opportunities to express their views and</li> </ul> |




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|  | <p>VI form, who support younger students via weekly or fortnightly meetings.</p> | <p>concerns at school. Sessions are student led and time limited.</p> <ul style="list-style-type: none"> <li>• EHCP reviews are 'person centred' and seek pupil voice prior to the meeting and during the review. This process is adapted, as necessary, to enable written or verbal feedback (in line with the pupil's preference).</li> <li>• For those with Communication and Interaction needs, the 'hub' is a supervised space which can be accessed (by prior arrangement) at informal times of the day. HUB support staff support conversations between peers and model the initiating and sustaining of small group communication</li> </ul> |
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## 2. Partnership with parents and carers

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>   |
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| <ul style="list-style-type: none"> <li>• The school works in partnership with parents and carers and greatly values the input of families.</li> <li>• The parents/carers of all students are invited to attend parents' evenings.</li> <li>• Additional meetings are arranged where needed.</li> <li>• Student progress reports are sent home following high stakes assessments.</li> <li>• Pastoral teams are in contact with parents/carers of students to ensure effective two-way communication.</li> <li>• The online platform, Class Charts, encourages engagement between families/parents and</li> </ul> | <ul style="list-style-type: none"> <li>• Families are invited to attend information sessions regarding supporting their young person at home. For example, revision skills, literacy and numeracy skills and independent homework.</li> <li>• Additional information evenings are provided, as required, to update parents who have children with SEND.</li> <li>• Virtual sites, such as Class Charts, Heggerty Maths and Science Educake, are to make homework tasks clearly accessible so that there is far less confusion at home for young people with SEN.</li> <li>• EAL interpreters, as required, can be</li> </ul> | <ul style="list-style-type: none"> <li>• Parent/carers are supported in attending and are actively involved in all TAC/Early Support meetings and reviews.</li> <li>• Parents and carers are invited to attend EHCP Annual Reviews; letters, email and telephone reminders are sent to encourage attendance / follow up non-attendance to offer a more convenient time.</li> <li>• Parent/carer views are an integral part of TAC meetings, subject and SEN reviews.</li> <li>• Advocacy is available to ensure the above.</li> <li>• All documentation is presented in a format that is accessible to individual</li> </ul> |


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| <p>school.</p> <ul style="list-style-type: none"> <li>• Parent/carers have a point of contact to share any concerns with. Communication can take place via call or email (to each dedicated year team's email address).</li> <li>• The school informs parent/carers about what their child is learning.</li> <li>• Information is shared via the school website, Class Charts, text message and posted correspondence.</li> <li>• There are a range of opportunities for parents/carers to engage in celebration activities (for example: sporting events, musical showcases, celebration of achievement events and others).</li> <li>• Students are invited to attend identified extracurricular clubs and activities.</li> <li>• Feedback via the annual parent survey.</li> <li>• Key updates are posted on the school's social media platforms.</li> </ul> | <p>arranged.</p> <ul style="list-style-type: none"> <li>• Parents of pupils with SEN can contact, and are encouraged to, contact the school at any time.</li> <li>• There are dedicated 'SEN review' days, where parents are able to make a virtual appointment with the SEN team to discuss any queries and review progress.</li> <li>• As part of the Graduated Response, tutors and members of staff seek the views of parents and carers.</li> <li>• Parent cafes for Parents of Year 6 pupils with specific additional needs (e.g. ASD Café for Y6 parents and young people).</li> </ul> | <p>parents.</p> <ul style="list-style-type: none"> <li>• Parents are encouraged to engage in their child's learning.</li> <li>• An 'Autism Champion' TA can support young people with a diagnosis of ASD and their families.</li> <li>• A 'Dyslexia Champion' TA can support young people and parents with managing students' dyslexia.</li> <li>• A 'Hearing Support Champion' can support young people and parents with managing the needs of students with a Hearing Impairment.</li> </ul> |
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### 3. The curriculum

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| <p>Whole school approaches.<br/>The universal offer to all children and YP</p>    | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>   |
| <ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students, within the resource constraints of the school.</li> <li>• The school aims to give all students full access to the curriculum, which is broad and</li> </ul> | <ul style="list-style-type: none"> <li>• Intervention packages are bespoke and needs led, within the resource constraints of the school.</li> <li>• The use of the Graduated Response is used to monitor progress and, as appropriate,</li> </ul> | <ul style="list-style-type: none"> <li>• Students at Key Stage 4 are supported in following a curriculum that meets their interests, strengths and needs, regardless of their SEN and/or disabilities. For example, a student with a physical</li> </ul> |




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| <p>balanced.</p> <ul style="list-style-type: none"> <li>All students in Key Stage 3 are able to boost their independent learning and literacy skills through programmes such as Accelerated Reader programme.</li> <li>Every teacher is a teacher of SEN and high quality CPD is shared with staff to provide strategies to support students with additional needs to inform a Quality First Teaching (QFT) response to SEN support.</li> <li>The school has a robust process for high quality recruitment of subject specialist teaching staff to facilitate the delivery of an engaging curriculum.</li> <li>The Teaching and Learning team oversee the monitoring of the curriculum, classroom experience and learning journey of pupils. This team devise a whole school approach to improving the quality of Teaching and Learning, which is informed by research.</li> <li>CSIA offers a wide range of courses at Key Stage 4 and Key Stage 5 including BTEC options.</li> <li>Students have support to make choices regarding their KS4 and KS5 curriculum choices. This includes: information evenings, tutorial support and 1:1 interviews.</li> </ul> | <p>review support and interventions (identifying high incidence needs and adaptations of provision accordingly).</p> <ul style="list-style-type: none"> <li>The use of technology is utilised to support pupil's access to a broad curriculum (on a needs led basis).</li> <li>The progress of students taking part in intervention groups is monitored on a regular basis.</li> <li>The intervention packages are adapted in light of student progress.</li> <li>Small group intervention includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy – reading, comprehension, spelling, writing etc.</li> <li><input type="checkbox"/> Handwriting.</li> <li><input type="checkbox"/> Phonics.</li> <li><input type="checkbox"/> Speech and language.</li> <li><input type="checkbox"/> Social skills.</li> <li><input type="checkbox"/> Dyslexia intervention.</li> <li><input type="checkbox"/> Behaviour support.</li> <li><input type="checkbox"/> ASD – social communication</li> <li><input type="checkbox"/> Emotional Resilience</li> <li><input type="checkbox"/> Mental Health</li> </ul> </li> </ul> | <p>impairment is given the support they need to access GCSE Design Technology (with appropriate aids, in accordance with JCQ guidelines, such as a practical assistant).</p> <ul style="list-style-type: none"> <li>Students with SEN and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>In exceptional circumstances students can be disapplied from some subjects. This must be authorised by the Vice Principal (Curriculum) and be supported by evidence that it is in the best interests of the student. This must be agreed by all involved.</li> <li>Assessments (such as Dyslexia Screening Tests) are used to identify students who require further intervention.</li> <li>Some students, for whom learning difficulties result in barriers to access learning, are selected for timetabled nurture provision in the Hub.</li> <li>ASD and Dyslexia champions support young people with these specific needs to support their learning.</li> <li>Alternative provision options at CHES, local Alternative Provision providers / external provisions as appropriate.</li> </ul> |
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#### 4. Teaching and learning

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| <p>Whole school approaches<br/>The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
| <ul style="list-style-type: none"> <li>Quality First Teaching is fundamental.</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers and Teaching Assistants share</li> </ul>   | <ul style="list-style-type: none"> <li>Personalised and highly differentiated</li> </ul>  |




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| <p>Students receive lessons from a well-trained and highly skilled team. All teaching staff attend regular CPD and training opportunities to maximise learning and progress for all.</p> <ul style="list-style-type: none"> <li>• All staff use dyslexia and ASD friendly strategies in their classroom practice and have access to CPD.</li> <li>• Lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>• Where able and appropriate, classes are grouped according to ability, to allow for the correct balance of support and challenge for each pupil.</li> <li>• Learning Objectives are evident in every lesson</li> <li>• Lessons are differentiated in order to support and challenge every student</li> <li>• Students' work is regularly reviewed and feedback is provided including comments and next steps to enable progress.</li> <li>• Literacy is a priority for all staff. Key vocabulary and key terms should be displayed and discussed. Literacy will be addressed in marking.</li> <li>• Homework is set via Class Charts.</li> <li>• Staff have training on metacognition and cognitive science to support an awareness of how students learn and retain information to enhance practice and pedagogy.</li> <li>• Interleaving is used as a strategy within curriculum design and teaching and learning to support students' memory and retention of information.</li> </ul> | <p>information to ensure that students with SEN have targeted support and provision.</p> <ul style="list-style-type: none"> <li>• Students with additional needs (at 'on alert', SEN support or EHCP) have a learning passport, detailing specific strategies that support them in their learning. These are shared via SIMS and form an integral part of the Graduated Response.</li> <li>• CSIA has recently been accredited with 'Autism Friendly School Status'.</li> <li>• Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure understanding.</li> <li><input type="checkbox"/> Facilitate learning.</li> <li><input type="checkbox"/> Foster independence.</li> <li><input type="checkbox"/> Support progress.</li> </ul> </li> <li>• Additional 'aids' may be used to support individual young people (e.g overlays, pen grips, writing slopes, wobble cushions) on a needs-led basis.</li> <li>• Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Laptops</li> <li><input type="checkbox"/> IPADS</li> <li><input type="checkbox"/> Reading pens/programmes</li> </ul> </li> <li>• Special examination arrangements, where a need is identified via the Exams Access Assessment Process in line with JCQ guidelines, are put in place for internal (where possible) and external tests and examinations (readers, scribes, extra time etc.)</li> <li>• Homework support is available in after school homework clubs</li> <li>• Staff access personalised strategies for individuals with SEN and adapt them as part of a QFT approach.</li> </ul> | <p>approaches are provided enabling independent learning.</p> <ul style="list-style-type: none"> <li>• Additional adult support is in place for students who need more intensive support, e.g. for those with: physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</li> <li>• Outreach from special schools is accessed when needed.</li> <li>• Some students, for whom learning difficulties result in barriers to access learning, are selected for timetabled nurture provision in the Hub.</li> <li>• Pupil passports, as part of a Graduated Response, share specialist and individualised support with teaching staff.</li> <li>• Support is sought, where required, from external agencies (such as the ASD Advisory Team or the Cognition and Learning Service).</li> </ul> |
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## 5. Self-help skills and independence

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>    |
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| <ul style="list-style-type: none"> <li>• 'Quality first' teaching is the first and best form of differentiation.</li> <li>• A climate for learning based on the school's 'core values' is established within the classroom to foster resilience and respect.</li> <li>• The 'whole school' behaviour policy and expectations is embedded across the school and the Class Charts system is used to support students to reflect on positive and negative choices.</li> <li>• Regular praise and reward is integral to the Class Charts system – for example, the House Leaders run a 'house auction' to engage pupils in gaining positive praise points.</li> <li>• Staff have training on metacognition and cognitive science to support an awareness of how students learn and retain information to enhance practice and pedagogy.</li> <li>• A range of ICT resources are available to all subjects.</li> <li>• Highly effective lessons are taught with 'dyslexia friendly' and 'ASD friendly' strategies.</li> <li>• Students can access a daily homework</li> </ul> | <ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate and promote independence.</li> <li>• Students have personalised equipment to help them to learn, such as coloured overlays.</li> <li>• Students have access to (as the school deems necessary) : <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual timetables.</li> <li><input type="checkbox"/> Traffic light system.</li> <li><input type="checkbox"/> Corridor cards.</li> <li><input type="checkbox"/> Pastoral team.</li> </ul> </li> <li>• To support transition, extended transition visits are implemented to support students' independence through the transition process.</li> <li>• Pupils with additional needs are encouraged to attend co-curricular activities and are supported to do so.</li> <li>• Our school Mental Health lead runs a range of targeted interventions to support pupils' develop resilience, self-help skills and independence. These include small group and 1:1 supports.</li> <li>• Year 10 students participate in Work Experience in the Summer Term – additional support from tutors, the Year Team and Careers Team is offered to those students</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching assistants work one-to-one with identified students (as appropriate and within the resource constraints of the school). This support is focused on their individual needs and promotes students to be as independent as possible.</li> <li>• Pupils are encouraged to use a self-help checklist: do I know? Can I check my book? Can I ask a peer?</li> <li>• Specialist intervention programmes, such as Speech &amp; Language and handwriting, support students to build self-reflection and independence.</li> <li>• The school is committed to ensuring accessibility and inclusion for all.</li> <li>• Staff use 'First, then, next now' Task Boards to promote student independence</li> <li>• All students are encouraged to participate in all learning opportunities as independently as is possible and adaptations are made (such as modified furniture).</li> <li>• Dyslexia Friendly resources are available to support students to be as independent as possible: Task Board, Literacy Mat, Dyslexia Passport, Sand Timers</li> <li>• The advice of external professionals, such as Teachers of the Deaf, Teachers of the Visually</li> </ul> |

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| <p>club.</p> <ul style="list-style-type: none"> <li>Experiences and opportunities are provided to enable students to develop the skills of self-help and independence.</li> <li>Students receive guidance on revision and study skills.</li> <li>The co-curricular program encourages students to engage in the wider ethos of the school and fosters self-help and independence skills (e.g. D of E, Cadets)</li> <li>All students access high quality PSHE provision.</li> </ul> | <p>requiring extra support to secure a placement.</p> <ul style="list-style-type: none"> <li>Pastoral, SEN and DSL teams meet 1:1 with students to promote their independence on a needs-led basis.</li> </ul> | <p>Impaired, Cognition and Learning team is sought (on a needs-led basis) to support learners with complex needs to become as independent as possible and thrive.</p> <ul style="list-style-type: none"> <li>All students with EHCPs have independent careers advice in Year 10 and/or Year 11 with an external provider.</li> </ul> |
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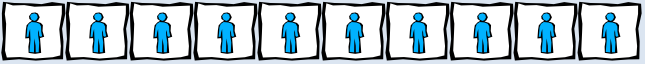


## 6. Health, wellbeing and emotional support

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| <ul style="list-style-type: none"> <li>The Personal, Social, Health and Citizenship Education curriculum, alongside the tutorial programme, addresses issues relating to health and wellbeing.</li> <li>There is a team of staff that coordinate provision for students with wellbeing, emotional, physical and mental health needs. This team includes Pastoral Care Officers, Year Team, Safeguarding Officer and a Vulnerable Students Co-ordinator. This team is line managed by a Vice Principal.</li> <li>Students have access to the School Nurse.</li> <li>The school liaises with the Child and Adolescent Mental Health Service, as appropriate.</li> <li>The school has 7 trained Designated Safeguarding staff – they are Mr. Mark Fenlon</li> </ul> | <ul style="list-style-type: none"> <li>There are designated quiet, supervised spaces for vulnerable students who may need support in unstructured times.</li> <li>Opportunities to work with external providers are always investigated and taken up where appropriate.</li> <li>There is a team of staff that coordinate provision for students with wellbeing, emotional, physical and mental health needs. Mrs Rowles-Jane is the Mental Health lead for the school and the wider team includes Pastoral Care Officers, Year Team, a Vulnerable Students Co-ordinator. This team is line managed by a Vice Principal.</li> <li>Risk assessments are conducted for all trips and for identified students with significant medical needs/physical disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>TACs, Early Support meetings and reviews are supported by a range of agencies, as appropriate.</li> <li>Provision is tailored to need, within the resource constraints of the school.</li> <li>Additional support for students, as identified by the school, can be requested from: <ul style="list-style-type: none"> <li><input type="checkbox"/> Educational Psychology Service</li> <li><input type="checkbox"/> Social Care</li> <li><input type="checkbox"/> Vision Support Service</li> <li><input type="checkbox"/> Autism Team</li> <li><input type="checkbox"/> Advisory Teacher for Physical Disabilities</li> <li><input type="checkbox"/> Cognition and Learning Team</li> <li><input type="checkbox"/> Careers Southwest</li> </ul> </li> </ul> |



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| <p>(Vice Principal and Designated Safeguarding Lead), Mrs. Naomi Godolphin (Assistant Principal), Mrs. Jill Carter (Vulnerable Students Co-ordinator), Rebecca Peel (Safeguarding Officer), Mrs. Sally Richards (Safeguarding Officer and Nexus Pastoral Care Officer), Ms Beverly Jefferson (Safeguarding Officer) and John Ross (Director of Key Stage 5).</p> <ul style="list-style-type: none"> <li>• Mrs Joanna Greet is the Designated Teacher for Children in Care.</li> <li>• Risk assessments made for all trips and for identified students with significant medical needs/physical disabilities.</li> <li>• All students access, through the PSHE program, guidance from external agencies regarding maintaining positive relationships.</li> <li>• Tutors provide a consistent 'key adult' for all students to seek support, as required.</li> <li>• A wide range of co-curricular activities are available and highly encouraged to support pupil wellbeing.</li> <li>• All students are allocated a 'house', students are awarded points for the school values and positive contributions to school life.</li> </ul> | <ul style="list-style-type: none"> <li>• The child protection and safeguarding team become involved where there is a concern for the safety and wellbeing of a student and relevant follow up is implemented.</li> <li>• Time limited interventions to address emotional wellbeing, such as: self-esteem workshops, team work, emotion and behaviour mapping and life skills.</li> <li>• Student mentors are trained to support fellow students.</li> <li>• <b>The Graduated Response takes into account feedback from students and parents regarding their Health, Wellbeing and Emotional State.</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselling Agencies e.g. KOOTH, Penhaligon's Friends, etc.</li> <li><input type="checkbox"/> Devon and Cornwall Police</li> <li><input type="checkbox"/> Cornwall Fire Service</li> <li><input type="checkbox"/> NHS – Physiotherapy, Occupational Therapy, etc.</li> <li>• Individualised support is provided for students who begin to display early signs of disaffection in KS3, or who are not making expected progress.</li> <li>• Students with specific medical conditions have Individual Healthcare Plans.</li> </ul> |
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## 7. Social Interaction opportunities

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| <ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need.</li> <li>• All students are members of a tutor group and house group.</li> <li>• Class groups vary from subject to subject and year group to year group.</li> <li>• A range of extra-curricular activities and clubs are available.</li> <li>• A wide range of trips is available to students, to local, national and international destinations.</li> <li>• Links with the wider community are welcomed and developed.</li> <li>• The tutorial programme, in conjunction with Personal, Social, Health and Citizenship days address issues related to positive social interactions and contributing to society as a whole.</li> <li>• There are a range of celebration events throughout the academic year, e.g.: Year 11 prom, KS3 celebration of achievement.</li> <li>• CSIA holds an annual Activities Week in the Summer Term for all Y7, Y8 and Y9 students (Year 10 students participate in Work Experience).</li> </ul> | <ul style="list-style-type: none"> <li>• Interventions and 'youth group' for students who would benefit from support with social skills and confidence.</li> <li>• Peer reading system, which also develops social interaction skills.</li> <li>• Peer mentoring (where</li> <li>• The ASD Champion runs targeted intervention sessions for young people with ASD to focus on social interaction.</li> <li>• CSIA has an identified Mental Health Lead (Mrs Rowles-Jane) and a number of panels are established, including: anti-bullying, wellbeing etc.</li> <li>• Pupil 'peer-mentoring' with members of the VI form, who support younger students via weekly or fortnightly meetings.</li> </ul> | <ul style="list-style-type: none"> <li>• Students and parents signposted to relevant support groups/programmes, run by external providers, as appropriate.</li> <li>• Pastoral Support Workers, the Year Team and the Vulnerable Students Co-ordinator provide 1-1 support for identified students.</li> <li>• The Autism Champion provides 1:1 support for autistic students for a time limited period, as appropriate.</li> <li>• The Hearing Support Champion provides 1:1 support for students with a Hearing Impairment for a time limited period, as appropriate.</li> <li>• Teaching Assistants support identified students as appropriate.</li> <li>• Additional support is available for those students supported by TAs to enable their attendance at co-curricular clubs, as required.</li> <li>• Individualised packages are in place for students, which may include: social stories, communication passports, behaviour mapping etc.</li> <li>• Lunch Time Clubs for targeted students to promote socialisation with like minded peers</li> <li>• Extracurricular activities for those with specific additional needs are actively sought by the SEN team and attendance of key groups is encouraged.</li> </ul> |
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## 8. The physical environment (accessibility, safety and positive learning environment).

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| <ul style="list-style-type: none"> <li>• School building and site is DDA compliant.</li> <li>• Every subject area is accessible to everyone including those students with SEND.</li> <li>• Faculties have wheelchair accessible classes.</li> <li>• There is minimal evidence of bullying. Parents are positive about the school dealing effectively with bullying, as evidenced through parental survey feedback.</li> <li>• The school has 7 trained Designated Safeguarding staff – they are Mr. Mark Fenlon (Vice Principal and Designated Safeguarding Lead), Mrs. Naomi Godolphin (Assistant Principal and Deputy Safeguarding Lead), Mrs. Jill Carter (Vulnerable Students Co-ordinator and Deputy Safeguarding Lead), Rebecca Peel (Safeguarding Officer), Mrs. Sally Richards (Safeguarding Officer and Nexus Pastoral Care Officer), Ms Beverly Jefferson (Safeguarding Officer) and John Ross (Director of Key Stage 5).</li> <li>• The school has a positive atmosphere and supports learning.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• The rewards and sanctions system is robust and displayed around the school.</li> <li>• There are comprehensive programs to inform students, parents/carers and staff about E-Safety.</li> <li>• The school is fully inclusive and any form of prejudice will be challenged.</li> <li>• Please see other relevant school policies, for example, the Accessibility Policy, Medical Needs Policy, Anti-bullying Policy, E-safety Policy etc on the school's website.</li> </ul> | <ul style="list-style-type: none"> <li>• There are five disabled toilets and one mobile hoist on site.</li> <li>• There are designated quiet, supervised spaces for vulnerable students who may need support in unstructured times.</li> <li>• Specialist equipment such as writing blocks, are available.</li> <li>• There are named adults who are trained in TeamTeach.</li> <li>• A number of staff have qualifications in First Aid and there is a dedicated Medical Room.</li> <li>• Mrs Rowles-Jane is the Medical Lead in school and information is shared via our admissions process and regularly updated.</li> <li>• Relevant medical training is undertaken by staff (for example: epilepsy, diabetes, asthma etc) and the guidance of external professionals and NHS staff is sought on a needs-led basis.</li> <li>• Project Ability provides competitive sport for students with physical disabilities/learning needs.</li> </ul> | <ul style="list-style-type: none"> <li>• The school makes reasonable adjustments to support individual students' needs; the school is committed to equality of opportunity. This also includes specific planning for trips and visits for those with additional or medical needs.</li> <li>• The school works with the Advisory Teacher for Physical Disabilities and relevant medical professionals.</li> <li>• A dedicated medical team can support and help implement individual care plans.</li> <li>• Accessibility and fire plans are created, as necessary, for specific learners. These Fire Safety (PEEP) plans are shared and regularly updated on a needs-led basis.</li> <li>• Modifications are made for those with sensory needs, as required.</li> <li>• The support of external professionals, such as the VI service, is sought and advice acted upon – as needed.</li> <li>• Regular meetings with SENDCo and Medical team, on a needs led basis, are held to ensure that information held is accurate and shared with relevant staff members.</li> </ul> |
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## 9. Transition from year to year and setting to setting

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>   |
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| <ul style="list-style-type: none"> <li>• There is an extensive programme of transition activities for students and their parents, in Years 5 and 6 to experience life at CSIA. These include visits within the school week, at weekends and <b>Super Saturdays throughout the academic year.</b></li> <li>• There are opportunities for primary students to attend sports and subject activities at CSIA.</li> <li>• An Assistant Principal and other pastoral staff visit every primary school, in order to gain a clear picture of students' strengths and needs.</li> <li>• <b>All pupils in Year 6 who are allocated a place at CSIA are invited to attend an induction day in the Summer Term where they are able to meet their tutor and experience lessons at CSIA.</b></li> <li>• At the end of KS3, all students and parents/carers receive information and support with the GCSE Options process. All are invited to an Options interview with a member of the Senior Leadership Team.</li> <li>• All students and parents receive information, advice and guidance about their options at post-16 level. This process begins during the PSHE program and careers information (from Year 7).</li> <li>• <b>Year 10 students participate in Work Experience.</b></li> </ul> | <ul style="list-style-type: none"> <li>• CSIA staff hold meetings with parents of prospective students, as required.</li> <li>• Students with low reading ages, or who may be judged 'vulnerable' are given additional support and intervention.</li> <li>• Additional transition visits are available for those pupils with additional needs, as required.</li> <li>• Careers South West works with students to support an appropriate post-16 placement and transition.</li> <li>• <b>Year 10 students participate in Work Experience in the Summer Term – additional support from tutors, the Year Team and Careers Team is offered to those students requiring extra support to secure a placement.</b></li> <li>• <b>Pastoral, SEN and DSL teams meet 1:1 with students to promote their confidence with transition on a needs-led basis.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Students with SEN will have pupil-specific strategies in place, which are accessible to all staff.</li> <li>• Students with Education, Health and Care Plans, will have detailed, bespoke support packages, as appropriate and within the resource constraints of the school.</li> <li>• Individual transition packages are arranged, where appropriate.</li> <li>• Students with Education, Health and Care Plans will have the support of a Careers Southwest Advisor in preparing for the transition to post-16 education. These students will have a Learning Needs Assessment and a detailed support plan which transfers to their post-16 provider.</li> <li>• The SENCo attends Annual Reviews for Year 5 and Year 6 students, as requested by primary settings or parents/carers.</li> <li>• Post 16 providers are asked to attend transition reviews.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Successful applicants to CSIA V1th Form are invited to participate in a transition programme.</li> <li>• The VI form team provide extensive support for UCAS, HE, apprenticeship or employment for VI form students.</li> </ul> |  |  |
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## 10. The SEND qualifications of, and SEND training attended by, our staff

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| <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>    |
| <ul style="list-style-type: none"> <li>• All staff have access to a range of high quality SEN CPD, delivered by both CSIA colleagues and external agencies.</li> <li>• All teaching staff have attained QTS.</li> <li>• All teachers are responsible for the progress of their students (SEN CoP, 2015) by using a quality first teaching ethos.</li> <li>• Quality First Teaching is fundamental. Students receive lessons from a well-trained and highly skilled team. All teaching staff attend regular CPD and training opportunities to maximise learning and progress for all.</li> </ul> | <ul style="list-style-type: none"> <li>• Some staff have additional training in specific needs, such as speech and language difficulties, dyslexia and ASD.</li> <li>• The school has members of staff who have attended TIS training.</li> <li>• CSIA is pro-active in supporting members of staff to access additional training by external providers. This includes specialist teachers (such as Teacher of the Deaf and/or Teacher of the Visually Impaired) running training in school and/or staff accessing webinars.</li> </ul> | <ul style="list-style-type: none"> <li>• The SENCo has obtained the Post Graduate Certificate National Award of SEN Co-ordination.</li> <li>• CSIA has an ASD Champion who has attended relevant training.</li> <li>• CSIA has a Dyslexia Champion who has attended relevant training.</li> <li>• CSIA has a Mental Health Lead, who has attended relevant training.</li> </ul> |

## 11. Services and organisations that we work with:

| Service/organisation                    | What they do in brief   | Contact details   |
|---|---|---|
| Early Help Hub                          | The 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust. Staff within the Early Help Hub will decide whether the child / young person is eligible for support and which service is most appropriate. This is usually in discussion with the person making the request and / or young person / family. | 01872 322277<br><a href="https://www.cornwall.gov.uk/earlyhelp">https://www.cornwall.gov.uk/earlyhelp</a><br><a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a> |
| Cornwall Educational Psychology Service | Assess children's learning needs (where there is significant concern about progress) and recommend any further support required.  | Sali Kew-Jones<br>2 <sup>nd</sup> Floor<br>Council Offices<br>Dolcoath Road<br>Camborne<br>01209 615055   |
| Social Care                             | Work with the school to ensure that relevant students are supported both within school and at home.   | Dolcoath Avenue<br>Camborne<br>TR14 8SX<br>Tel: 0300 1234 101   |
| Vision Support Service                  | Work with the school to support students with a visual impairment.  | Cate Sharrock<br>Teylu Building<br>Old Roskear School   |

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|  |  | Camborne<br>TR14 8DJ<br>01209 616996  |
| Hearing Support Service                    | Work with the school to support students with a hearing impairment.  | The Educational Audiology Centre<br>Priory Road<br>St Austell<br>PL25 5AB<br>01726 61004                              |
| Autism Spectrum Team                       | Work with the school to support students with a diagnosis of Autistic Spectrum Disorder.   | St Austell One Stop Shop<br>39 Penwinnick Rd<br>St Austell<br>PL25 5DR<br>01726 223356                                |
| Advisory Teacher for Physical Disabilities | Work with the school support students with diagnosed physical disability.  | Cornwall Council Offices<br>Roskear Old School<br>Roskear, Camborne<br>TR14 8DJ<br>01209615607                        |
| Cognition and Learning Team                | Work with the school to ensure high quality provision for those student with additional needs (such as dyslexia). Some individual work with identified students. | The Educational Audiology Centre<br>Priory Road<br>St Austell<br>PL25 5AB<br><br>cognitionandlearning@cornwall.gov.uk |
| Cornwall Hospital Education Service        | Work with the school to support the education of those students who miss prolonged periods of school through illness/injury.                                     | 4 East Pool<br>Tolvaddon Energy Park<br>Tolvaddon<br>Camborne<br>TR14 OHX<br>01209 715079                             |
| Careers Southwest                          | Support students with Statements of SEN/Education, Health and Care Plans in planning for the future, including post-16 education and employment.                 | Young People's Centre<br>Old Magistrates Court<br>Adelaide Street<br>Camborne<br>TR14 8HH<br>01209 713530             |
| Variety of counselling service, including  | Support students with emotional/wellbeing  | Penhaligon's Friends  |

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| Penhaligon's Friends and Kooth.            | challenges.  | Ground Floor<br>Trecarrel, Drump Road<br>Redruth<br>TR15 1LU<br>01209 215889<br><br>Kooth<br>Office 6/6a Woodbine Farm Business<br>Centre Truro Business Park<br>Truro<br>TR3 6BW<br>08453 307 090 |
| Action for Children (Kernow Young Carers)  | Provide support to young people who perform a caring role for a family member.               | Kernow Young Carers<br>Action for Children<br>Helford House, May Court<br>Threemilestone Business Park<br>Cornwall<br>TR4 9LD<br>01872 321486  |
| Family Information Service (Locality)      | Signpost families and professionals to potential support agencies.                           | Dowrglann<br>Stennack Rd<br>Saint Austell<br>Cornwall<br>PL25 3SW<br>0800 587 8191   |
| Cornwall Fire Service                      | Provide training packages to engage learners with a variety of needs (e.g. Phoenix Project). | Cornwall Fire and Rescue Service Headquarters<br>Tolvaddon<br>Camborne<br>TR14 0EQ   |
| Child and Adolescent Mental Health Service | Support students with a range of emotional/wellbeing issues.                                 | Cornwall Partnership NHS Foundation Trust,<br>Carew House, Beacon Technology Park,<br>Dunmere Road, Bodmin<br>PL31 2QN<br>01209 204000   |
| NHS  | Support the school in meeting the needs of individual students, as required.                 | Royal Cornwall Hospital<br>Truro<br>Cornwall<br>TR1 3LJ<br>01872 250000  |



**12. This is how we:**

**a. Assess and review the progress of our children/young people's progress towards outcomes.**

The progress of all students is rigorously tracked and monitored through regular data collection and teacher/student feedback. There are fortnightly Impact and Intervention meetings within the Year Teams to discuss student progress and factors which may be creating a barrier to progress.

**b. Evaluate the effectiveness of our provision for children and young people with SEN.**

The progress of SEN students is regularly monitored against their needs and against that of their peers without SEN.

**c. Handle complaints about the provision made at school.**

Refer to CSIA Complaints Policy on the school website.

**13. Cornwall's Local Offer can be found on** The Cornwall Council's SEND Local Offer Webstie:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

### **Answers to Frequently asked Questions**

**1. How does your school know if children/young people need extra help?**

The progress of all students (academic and pastoral) is regularly monitored through data analysis, as well as feedback from staff/parents/students. We welcome and encourage all contact from parents and carers. Please contact the relevant Year Team or the SENCo (details below).

**2. What should I do if I think my child may have special educational needs?**

Contact the SENCo – Miss Emily Quinn  
01209 712280  
[quinne@cambornescience.co.uk](mailto:quinne@cambornescience.co.uk)

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

All staff are responsible for the progress and success of students whom they teach, or are taught within the faculty which they direct. The SENCo coordinates SEN provision across the school.

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

CSIA believes that all students should follow a broad and balanced curriculum, as much as is possible. Where modifications are required, these will be done according to individual student need and the resource constraints of the school.

**5. How will school staff support my child?**

Subject staff are responsible for the progress of students in their classes. Teaching staff are provided with information about the students they teach in each class. There is also an extensive pastoral team, which ensures a student's progress and wellbeing across subjects and throughout their time at CSIA. If you have concerns regarding your child's progress or wellbeing, contact their Pastoral Care Officer to discuss further.

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

All parents receive progress reports after high stakes assessment points and are invited to attend a parent's evening with subject staff each year. Staff will also contact parents/carers by telephone, letter or email, as required. CSIA welcomes parental contact at any time. Students with a Statement/EHCP will have an Annual Review Meeting once a year.

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

There is an extensive pastoral team, which ensures a student's progress and wellbeing across subjects and throughout their time at CSIA. This includes, Tutors, Pastoral Care Officers, Learning Mentors, a Vulnerable Students Co-ordinator, Directors of Year and an Assistant Principal: Director of Year .

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

CSIA rigorously monitors attendance. It has clear and effective policies and procedures in place for safeguarding, child protection and medical issues. We will communicate any concerns to parents/carers promptly.

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

CSIA offers a wide range of extra-curricular opportunities. Where students have additional needs, these will be assessed and discussed with the student, staff and parents/carers, in advance of the event.

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

The school site is DDA compliant.

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

A Vice Principal oversees the transition from KS2 to KS3 (Year 6 to 7). There is an extensive transition programme, which many students access from Year 5 onwards. The SENCo develops personalised transition arrangements, as required.

The Options process (KS3 to KS4) provides clear guidance and support to both students and parents/carers, including an information evening, interview with a member of SLT and additional support, as required.

The transition to post-16 education (KS4 to KS5) is supported by a number of PSHE days which explore such opportunities. A Careers Southwest Advisor gives additional support to students with a Education, Health and Care Plan.

## **12. How are the school's resources allocated and matched to children's special educational needs?**

CSIA uses its resources to provide Teaching Assistants, resources and specialist support, as appropriate (and within the resource constraints of the school). This provision is regularly reviewed and adapted, according to need.

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

This will be based on all the information which the school has available about your child, including your views. Support will then be put in place, according to need and the resource constraints of the school.

## **14. Who can I contact for further information?**

The relevant member of staff for my child's Year:

Year 7: Miss Knowles / **Mrs Battersby**

Year 8: Mr Thompson / Mr Riley

Year 9: Ms Badcock / Mr Hickman

Year 10: Mrs McKinley / Mr Sweeny

Year 11: Mr Williams / Dr Eastburn-Cutts

VI form: Mr Kirkbride / Mr Ross

The SENCo – Miss Emily Quinn (SENCo)

01209 712280

[quinne@cambornescience.co.uk](mailto:quinne@cambornescience.co.uk)

The Deputy SENCo – Miss Emily Quinn (Deputy SENCo)

01209 712280

[quinne@cambornescience.co.uk](mailto:quinne@cambornescience.co.uk)