

The Levels of Support and Provision offered by our School

Bodmin College Policies: Agreed by Trustees December 2022 & to be reviewed December 2023

Bodmin College

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Here at Bodmin “all children and young people are entitled to an education that enables them to make progress so that they; achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further higher education or training” (SENDCoP 2012:92 6.1). We achieve this through our inclusive ethos. We provide support for all students who experience a barrier to their learning and in particular to those who may have SEND. We are committed to ensuring that all students have full access to the curriculum and are able to enjoy all the resources and opportunities available at the college.

Who is our Special Education and Disability Needs Co-ordinator (SENDCo) and how can he/she be contacted?	Caroline Sousek SENDCo for Mainstream css@bodmincollege.co.uk	Holly Elliott SENDCo for Greenfield hle@bodmincollege.co.uk
How do we identify and assess pupils with SEND? (Mainstream only)	Students at Bodmin College are assessed via a holistic view of progress both socially, emotionally and academically taking feedback from students, parents, staff and external agencies.	
What types of SEND do we provide for?	At Bodmin College we provide provision for students with SEND in the following categories: <ul style="list-style-type: none">• Cognition and Learning• Communication and Interaction• Social, Emotional and Mental health• Sensory and/or Physical	

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Section One: Listening and responding to children and young people		
Bodmin College aims to ensure that children, parents and young people are actively involved in relevant and appropriate decision making processes (SENDCoP 2015:93 6.7)		
 Whole School Approaches	 Additional, targeted support and provision	 Specialist, individualised support/provision
<p>The views and opinions of our students at Bodmin College are sought as appropriate and relevant.</p> <p>Students are organised into year groups complemented by a horizontal tutor group structure in which they have access to a range of pastoral staff dedicated to listening to and responding to their needs.</p> <p>Students engage in a curriculum designed to meet the requirements of the national curriculum. This curriculum is managed, delivered and evaluated by subject specialists who take into account the views of the students.</p> <p>The School Council includes elected representatives from every tutor group in the college. These students meet regularly to</p>	<p>Peer mentoring</p> <p>Bereavement Counselling</p> <p>Pastoral Support Workers</p> <p>Journey Centre</p> <p>Year 10/11 Academic Adoption Scheme</p> <p>Home Work</p> <p>Careers South West (CSW)</p> <p>Counselling</p>	<p>Professional meetings aim to assist the college in providing appropriate support for all students include the process of gathering student views a part of the preparation. These meetings include:</p> <ul style="list-style-type: none"> ○ Education Health Care Plan Annual Review (EHCP) ○ Team Around the Child (TAC) ○ Personal Education Plan (PEP) ○ Child in Care (CiN) <p>Specialist individualised support is provide d in a number of way including:</p> <ul style="list-style-type: none"> ○ Nurture Provision ○ Social and Communication Skills workshop (SocCs) ○ Emotional Literacy Support Assistants (ELSA) ○ Autism Champions




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<ul style="list-style-type: none"> ○ Agree actions on issues identified by their peers ○ Consult on matters raised by the staff or senior leaders ○ Provide students panels for involvement in the recruitment of teachers <p>Students are encouraged to provide verbal and written responses to staff comments on homework tasks during 'Dedicated Improvement and Reflection Time' (DIRT) in lessons.</p> <p>Post 16 students provide 'student feedback' on their curriculum, its delivery and range of issues related to Post 16 delivery.</p> <p>Encouraging high aspirations is important for all students. Specific support is provided via the William Clift Academy, William Hamley Academy and the Next Steps programme.</p> <p>The College Well Being Centre is available for all students to access for confidential advice and consolation. This centre is staffed by professional from both the health and counselling sectors in addition to our dedicated safeguarding team.</p>	<ul style="list-style-type: none"> ○ Dyslexia Champion ○ Occupational Skills Coordinator ○ Additional services and agencies (Section 11)
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Section Two: Partnership with parents and carers




The college greatly values the partnership with parents and carers and aims to consult with them when ‘making special education provision for their child’ (SENDCoP 2015:92 6.2).

 Whole School Approaches	 Additional, targeted support and provision	 Specialist, individualised support/provision
<p>Regular communication is facilitated through the pastoral and curriculum staffing structures.</p> <p>All parents/carers are supported by elected representatives to volunteer to serve as a trustee on the Governing Body.</p> <p>Opportunities for parents/carers are provided through:</p> <ul style="list-style-type: none"> ○ Annual parents/carers evenings ○ Annual reports ○ Year 6 Transition Programme ○ Year 8 – 9 Options Evening ○ Year 11 Transition Programme ○ Year 13 Transition Programme and Higher Education <p>Additional opportunities are provided through:</p>	<p>Opportunities for additional targeted support and provision are provided through:</p> <ul style="list-style-type: none"> ○ Year 6 Greenfield Transition Programme ○ Year 11 Greenfield Transition Programme ○ Mainstream Year 6 SEND Transition ‘Early Bird’ ○ Translators for parents/carers of English as an Additional Language (EAL) students can be provided. ○ The SENDCo and Lead Higher Level Teaching Assistant available at ‘Parent/Career Evenings’ for all Year Groups. ○ Parental workshops and training 	<p>Students have an EHCP</p> <p>Home school communication book (when required)</p> <p>Home visits (when required)</p> <p>Professional meetings aim to assist the college in providing appropriate support for all students include the process of gathering Parents/carers views a part of the preparation. These meetings include:</p> <ul style="list-style-type: none"> ○ EHCP ○ TAC ○ PEP ○ CiN <p>SENCD is available via phone/email/individual meetings to discuss issues concerning children with SEND.</p>

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<ul style="list-style-type: none">○ Celebration evenings○ Drama and music performances○ Sporting events○ And other community events○ A text service○ Email○ Letters to parents/careers○ Weekly parent bulletin○ College website○ College social media school pages○ Satchel:One homework platform○ Designated safeguarding team		
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Section Three: The curriculum		
The college is committed to enable all pupils to have access to an enjoyable, 'broad and balanced curriculum' (SENDCoP 2015:94 6.12).		
 Whole School Approaches	 Additional, targeted support and provision	 Specialist, individualised support/provision
<p>Our formal curriculum at Key Stage 3 meets the requirements of the National Curriculum and is designed to enable students to successfully make personalised option choices for study in Key Stage 4.</p> <p>At Key Stage 4 the programme meets the requirements of the National Curriculum. It begins with a specific skills approach aimed at complimenting the work undertaken in Key Stage 3 and helping students gain competence in the skills required for their option choices.</p> <p>At Key Stage 5 our curriculum is designed to meet the needs of all students enrolling at the college</p> <p>All subjects are taught by subject specialists alongside well trained support staff.</p>	<p>A semi-formal curriculum is available to provide additional, targeted support where it is appropriate. This semi-formal curriculum is one in which groups of students receive targeted or additional interventions to assist in overcoming identified specific learning difficulties.</p> <p>All staff receive high quality training to ensure professional awareness and provide strategies for students requiring additional targeted support or intervention.</p> <p>Literacy and Numeracy Co-ordinators provide further targeted support for students. This support is complimented by:</p> <ul style="list-style-type: none"> ○ Pared Reading ○ PiXL Code Phonics ○ Library (SORA) Programme ○ Books at Bodmin ○ Secondary Ready Curriculum (KS3) 	<p>The semi-formal curriculum is supported by an informal curriculum for students within the ARB.</p> <p>Within the ARB the semiformal- curriculum adopted allows students to follow the National Curriculum and exam syllabi where it is appropriate to do so.</p> <p>In addition, the approach permits the students with the highest level of need to access an informal- curriculum based on their needs.</p> <p>Specialist support is provided across the college and designed all students can successfully access the curriculum. This support includes;</p> <ul style="list-style-type: none"> ○ Personalised Timetables adapted to permit the inclusion of specific support strategies

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<p>All students are encouraged to participate in the wider curriculum and activities provided by the college.</p> <p>All areas of the curriculum are accessible to all students.</p>	<p>The Catch Up programme supports this work with strategies designed specifically to assist students who need tutoring or intervention to meet age-related benchmarks.</p> <p>The Pupil Premium Programme is designed to support students from disadvantaged backgrounds achieve well at school.</p> <p>Additional targeted support is provided across the college to ensure all students are able to access the curriculum. This support includes;</p> <ul style="list-style-type: none"> ○ Nurture Provision ○ SoCcs Programme ○ Journey Centre ○ Access to The Hideout (Sensory Room) ○ Well-Being Centre ○ Reduced class sizes ○ Mixed aged teaching groups 	<ul style="list-style-type: none"> ○ Support from Autism Champions ○ Support from Occupational Skills Co-ordinator ○ Support from ELSA Co-ordinator ○ Access arrangements for specific students to have exams concessions ○ Other appropriate support <p>Annual EHCP review the progress made by students and the appropriateness of the curriculum and support plans</p>
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Section Four: Teaching and learning		
Bodmin College is committed to ensuring that 'high quality teaching, differentiated for individual students is the first step in responding to pupils who have or may have SEND' (SENDCoP 2015: 99 6.37).		
 Whole School Approaches	 Additional, targeted support and provision	 Specialist, individualised support/provision
<p>Teaching and learning is underpinned by subject specialist teaching and high quality support staff across all key stages.</p> <p>High quality teaching and learning is supported by:</p> <ul style="list-style-type: none"> ○ Bodmin College's agreed pedagogical approach called the Bodmin College Principles of Learning. These outline our expectations for: Behaviour and Routines; Explanation and Modelling; Scaffold and Challenge; Practice and Retrieval; Feedback and Assessment; Literacy and Oracy ○ Our commitment to professional development ○ The provision of individual student benchmark expectations ○ Predicted grades and fine grades ○ A clear a coherent assessment system 	<p>In order to provide additional targeted support for staff using the graduated approach the college deploys TAs on a student need basis.</p> <p>Specific group support includes:</p> <ul style="list-style-type: none"> ○ Homework Club for students with identified needs ○ The Catch Up programme supports this work with strategies designed specifically to assist students who need support in achieving age-related benchmarks. ○ The Pupil Premium Programme is designed to support students from disadvantaged backgrounds achieve well at school. ○ Visual timetables ○ B Squared to measure small steps ○ Use of Makaton to support groups of students, as appropriate 	<p>In order to provide specialist and individualised support the college utilises a number of strategies including:</p> <ul style="list-style-type: none"> ○ External services and agencies (Section 11) ○ Autism Champions ○ Dyslexia Champion ○ Staff trained in Augmentative and Alternative Communication (AAC) ○ Annual EHCP review that focus on effective pedagogy relating to the teaching and learning of individual students. ○ Nurture provision ○ Journey Centre ○ Occupational Skills Co-Ordinator ○ 1:1 TA support is available for students requiring intensive support ○ Student Passports (as appropriate)




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<ul style="list-style-type: none"> ○ Specialist facilities and resources are available in all subject areas for all students ○ Students are grouped in a variety of ways appropriate to meeting both their needs and the needs of the class as a whole ○ Adaptive teaching approaches that support students of all abilities and needs ○ DIRT is incorporated into all lessons with personal feedback to students being recognised as an effective method of helping pupils develop understanding ○ Whole school policies relating to expectations, recognition and consequences ○ SIMS information ○ Teaching and support staff who are competent in using the graduated approach to; assess, plan, do, and review progress being made by students with identified areas of SEND. 	<p>Inclusive learning opportunities for ARB students with mainstream peers</p> <p>TAs have access to lesson planning to help students with SEND receive appropriate support</p> <p>Weekly SEND team reflection allows staff to share information, think through adaptations to learning opportunities and plan learning as appropriate.</p> <p>Provision map supports tracking, monitoring and evaluation</p>	<ul style="list-style-type: none"> ○ Specialist resources and equipment are made available where it is reasonable adjustments need to be made ○ Positive Support Plans (as appropriate) ○ Individual risk assessment (as appropriate)
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Section Five: Life skills and independence




Bodmin College aims to ensure that all students are able 'to move towards the long-term aspirations of employment or higher education, independent living, community participation' (SENDCoP 2015: 162 – 163 9.64)

 <p>Whole School Approaches</p>	 <p>Additional, targeted support and provision</p>	 <p>Specialist, individualised support/provision</p>
<p>Curriculum planning and design ensures knowledge rich, ambitious, well-sequenced lessons that re-visit and extend upon all aspects of the National Curriculum embedding, interleaving and developing knowledge over time to provide students with the best possible life-opportunities.</p> <p>The College provides students with various enterprise and careers opportunities in accordance with Gatsby benchmarks.</p> <p>All students are encourage to participate in the wider curriculum and activities provided by the college.</p> <p>In addition to the discrete curriculum for cultural capital and PSHE further opportunities are embedded across the tutorial programme.</p>	<p>Additional targeted support encouraging independence includes:</p> <ul style="list-style-type: none"> ○ Visual timetables ○ Jubilee Challenge ○ Duke of Edinburgh ○ Ten Tors ○ Greenfield: Learning for Life curriculum ○ Greenfield: Life Skills lessons ○ Next Steps South West ○ Additional Careers Guidance 	<p>Additional specialist and individual support encouraging independence includes:</p> <ul style="list-style-type: none"> ○ Dyslexia Passports and prompt cards ○ Calm Cards ○ Medical cards ○ Initiate Care Plans, in place ○ Medication agreements ○ Annual EHCP reviews focus on encouraging students independence ○ Where 1:1 support is provided TAs encourage independent work wherever possible. ○ Where appropriate individual time tables

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Section Six: Health, wellbeing and emotional support

Bodmin College is committed to supporting children and young people with a wide range of health, 'social and emotional difficulties which manifest themselves in many ways' (SENDCoP 2015:98 6.32)

 <p>Whole School Approaches</p>	 <p>Additional, targeted support and provision</p>	 <p>Specialist, individualised support/provision</p>
<p>All students are supported by a wide range of students support services including:</p> <ul style="list-style-type: none"> ○ Pastoral Team ○ Wider Curriculum ○ Well Being Centre ○ Bereavement Support ○ Counselling ○ Assembly programme tailored to the needs of each year group and including topics related to student health and wellbeing ○ Safeguarding ○ Mental Health Lead ○ School nurse and staff first aiders <p>Student health and well-being is included in PSHE, tutor, PE, RE and science curriculum for all students.</p>	<p>Additional targeted health and wellbeing support is provided through a range of opportunities including:</p> <ul style="list-style-type: none"> ○ Journey centre ○ Nurture ○ ELSA ○ External services and agencies (Section 11) ○ Dedicated pastoral support worker ○ Breakfast club 	<p>Specialised and individualised support for pupils health and wellbeing includes:</p> <ul style="list-style-type: none"> ○ External services and agencies (Section 11) ○ Autism champion ○ Dyslexia Champion ○ School nurse offers advice and guidance to individual students and their families ○ Annual EHCP reviews, CiC, PEP and TAC meetings focusing on ensuring students receive appropriate health, wellbeing and emotion support ○ Skilled management of medical needs




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Termly celebration assemblies take place with additional evenings celebrating student's achievement.		
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Section Seven: Social interaction opportunities




In order to provide appropriate support for children and young people experiencing 'social and emotional difficulties' (SENDCoP 2015:98 6.32) Bodmin College provides a wide range of support for all students.

 Whole School Approaches	 Additional, targeted support and provision	 Specialist, individualised support/provision
<p>In order to promote a whole school approach to encouraging social interaction Bodmin College provides a wide range of opportunity including:</p> <ul style="list-style-type: none"> ○ Dedicated periods of time for break and lunch ○ Whole College Christmas Lunch ○ All students are encourage to participate in the wider curriculum and activities provided by the college. ○ International trips and residential visits planned for all students ○ Off and Away policy for mobile phones 	<p>In order to promote an additional targeted approach to encouraging social interaction Bodmin College provides a wide range of opportunity including:</p> <ul style="list-style-type: none"> ○ Social events; Year 11 leavers day, year 11 prom, year 13 leavers day, year 13 prom, Greenfield leavers assembly ○ Nurture Provisions ○ Sing and Sign Choir ○ All Move Project (MENCAP) ○ SoCcs ○ Greenfield: Enrichment Programme 	<p>In order to promote a specialist, individualised approach to encouraging social interaction Bodmin College provides a wide range of opportunity including:</p> <ul style="list-style-type: none"> ○ Specialist SEND staff provide support for students wishing to go on local and/or international trips ○ TAs work with individual students supporting development of social skills and assist in social situations

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Section Eight: The physical environment (accessibility, safety and positive learning environment)

Bodmin College is committed to ensuring that all children and young people have ‘access to all the opportunities available to their peers’ (SEND Cop 2015: 98 6.35).

 <p>Whole School Approaches</p>	 <p>Additional, targeted support and provision</p>	 <p>Specialist, individualised support/provision</p>
<p>In order to promote a whole school approach to the creation of a positive learning environment which is accessible and safe Bodmin College:</p> <p>Completes an annual accessibility audit and acts on any recommendations arising from the report</p> <p>Safety is enhanced by:</p> <ul style="list-style-type: none"> ○ Compliance auditing ○ Health and Safety Service Level Agreement ○ Statutory policies Inc. Safety, Bullying, Use of Social Media, etc ○ GPDR officer ○ Designated safeguarding officer and deputies ○ Highlighted steps and doorways ○ Tactile modifications on crossings and pavements 	<p>In order to promote an additional and targeted approach to the creation of a positive learning environment which is accessible and safe Bodmin College:</p> <ul style="list-style-type: none"> ○ Calm areas are available during social times ○ Key staff Positive Handling trained ○ Nurture group support available at social times ○ Accessibility is enhanced by; ○ Disabled toilets ○ Disabled changing rooms ○ Safe Spaces 	<p>In order to provide a specialist and individualised approach to the creation of a positive learning environment which is accessible and safe Bodmin College:</p> <p>Personal Evacuation Plans for individual students</p> <p>Accessibility is enhanced by;</p> <ul style="list-style-type: none"> ○ Wheelchair friendly lifts ○ Wheelchair friendly ramps ○ A wheelchair friendly minibus ○ Riser sinks ○ Riser Table




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<ul style="list-style-type: none">○ Health and Safety Officer○ Duty staff○ Clear procedures for visits to the college <p>The learning environment is enhanced by:</p> <ul style="list-style-type: none">○ 'Displays for Learning' make the college a positive learning environment.○ Learning is encouraged through well organised classrooms and learning environments throughout the college.○ Appropriate sized tables, chairs and furniture for each class and school hall to promote appropriate postural management.		
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Section Nine: Transition from year to year and setting to setting




Bodmin College includes effective 'planning and preparation for the transitions between phases of education and preparation for adult life' (SENDCoP 2015: 102 6.57) as part of the provision in place for supporting all students.

 <p>Whole School Approaches</p>	 <p>Additional, targeted support and provision</p>	 <p>Specialist, individualised support/provision</p>
<p>Whole school processes for assisting effective transitions include:</p> <ul style="list-style-type: none"> ○ College website ○ College social media sites ○ Personalised meetings and tour with senior staff for all students ○ Information for all students ○ CSW advisor attends all parent evenings 	<p>Additional and targeted processes for assisting effective transitions include:</p> <ul style="list-style-type: none"> ○ Year 6 Transition Programme ○ Year 8 Transition Programme ○ Year 11 Information, Advice, and Guidance sessions ○ Year 12/13 Higher Education information evenings ○ Year 11 Enrichment; transition to post 16 ○ Year 12/13 Enrichment; UCAS Guidance ○ Year 6 SEND 'Early Bird' Transition Programme ○ Year 6: Greenfield Transition Programme ○ Year 11: Greenfield Transition Programme ○ Year 11/12/13 transition supported by Raising Aspirations Co-ordinator ○ Further Education colleges invited to key transition events ○ CSW available for guidance for students with EHCP ○ Greenfield: Post 16 Transition Programme 	<p>Specialised individualised targeted processes for enabling effective transitions include</p> <ul style="list-style-type: none"> ○ Personalised meeting and tours with senior staff from Greenfield for specific students ○ Personalised 'taster programme' for potential in-year admissions to Greenfield students ○ Managed Move Programme ○ Personalised time tables and access to all appropriate internal and external student support services ○ CSW available for individual support and guidance for Year 11 students upon request

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Section Ten: The SEND qualification of, and SEND training attending by, our staff

As 'the quality of teaching for pupils with SEND, and progress made by pupils, is a core part of the school's performance management arrangements and it's approach to professional development for all teaching and support staff' (SENDCoP 2015: 93 6.4)

 Whole School Approaches	 Additional, targeted support and provision	 Specialist, individualised support/provision
Qualified Teacher Status Qualified Teacher and Lecturer Status Unqualified Teachers with appropriate vocational experience College professional development programme Trauma Informed Schools trained staff	Qualified SENDCo Higher Level Teaching Assistants Teaching Assistants Trained Literacy HLTAs Trained Dyslexia Specialities Trained Autism Champions SEND professional development programme HeadStart programme	Qualified SENDCo Higher Level Teaching Assistants Teaching Assistants Trained Literacy HLTAs Trained Dyslexia Specialities Trained Autism Champions SEND professional development programme




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Section Eleven: Additional services and agencies we work with

Bodmin College is committed to ensuring that where students continue 'to make less than expected progress, despite evidence-based support and interventions' (SENDCoP 2015: 102 6.58) the involvement of specialists will be considered.

Service/Organisation	What they do in brief
Children, Adolescent, Mental Health Service (CAMHs)	Screen young people for Autism, ADHD, mental health difficulties. Provide therapeutic support of those groups.
Educational Psychologists	Assess and support young people who are not making progress with their learning.
Occupational Therapists	NHS provision assigned to individual students to provide advice and guidance for a variety of difficulties e.g. fine and gross motor skills.
Physiotherapists	Provide advice and individual exercise plans and referred students.
Autism Team	For students with a diagnosis of Autism who are experiencing difficulties accessing the school curriculum.
Educational Welfare	Local Authority support for students who require additional support at access their education

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<p align="center">Section Twelve: Pupil progress</p> <p align="center">Bodmin College is committed to ensuring that ‘all of the information gathered from within the school about pupils progress, alongside national data and expectations of progress is used effectively’ (SENCoP 2015: 99 6.38), to allow students to thrive and make progress.</p>		
<p align="center">  Whole School Approaches </p>	<p align="center">  Additional, targeted support and provision </p>	<p align="center">  Specialist, individualised support/provision </p>
<p>Annual Reports</p> <p>Interim Reports</p> <p>Parents Evenings</p>	<p>Staff use the SEND CoP (2015: 100 – 102) Graduated Approach Assess, Plan, Do, Review to support pupil progress.</p> <p>Greenfield: B Squared small step assessment programme</p> <p>Provision Map</p>	<p>EHCP Review</p> <p>Involving Specialists</p>

Section Thirteen: How will I raise concerns if I need to?

As we welcome dialogue with parents/carers and pride ourselves on good home/school communication, we encourage you to raise concerns with us so that they may be quickly addressed.

Greenfield:

C North – Bespoke Provision Coordinator

T Turk – KS3 Coordinator

E Johns – KS4 Coordinator and Assistant SENDCo

S Norman - (Family and Student Support Coordinator)

H Elliott (Head of Centre/Greenfield SENDCo)

Mainstream:

Your child's tutor or head of year (pastoral concerns)

Your child's teacher (academic concerns)

V Marks - (Family and Education Coordinator)

C Harris – Exams Concessions and Learning Support Co-Ordinator

C Sousek - (Mainstream SENDCo)

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Section Fourteen: Answers to Frequently asked Questions	
How do people in school know if a pupil needs extra help?	All teachers are provided with information about the students they teach in each class. Where there is a higher level of need, information for individuals is shared verbally with colleagues and is readily available as required. We have information on our electronic database SIMs, photographs of students plus important information may be displayed in the staff room where the need is more acute.
What should I do if I think my child may have a special educational needs?	In the first instance contact your child's tutor.
Who is responsible for the progress and success of my child in school?	Parents, Teachers, Senior Leadership Team and Principal.
How is the curriculum matched to my child's needs?	Assessment and monitoring, support is 'needs led'.
How will I, and my child, know how well they are doing?	Students are very much included in the monitoring of their own progress. They are encouraged to respond to teacher comments and be involved in a dialogue of how they are doing and how they can make progress. Parents receive regular reports on the attainment and learning progress of their child. There are opportunities to meet the teachers during the year and where there is a higher levels of need, more frequent review meetings are arranged.
How can you help me to support my child's learning?	The school invites parents and carers to take every opportunity to attend parental information events where information is sharing about the learning in school.
What support is there for my child's overall wellbeing?	Students can be confident that there are systems and adults dedicated to their wellbeing beginning with the Pastoral team, safe guarding team and SEND team.
How do I know that my child is safe in school?	Every child is protected by legislation which dictates the systems and procedures for child protection and safeguarding,
How is my child included in activities outside the classroom including school trips?	All school trips are planned and designed with accessibility in mind. This is an inclusive school and the needs of all students are considered, in accordance with the Equality Act (2010).
How accessible is the school environment?	See Section Eight

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How will school prepare and support me/my child through the transition from Key Stage to Key Stage and beyond?	Bodmin College works closely with partner primary school and local colleges to ensure the efficient exchange of information about each student.
How is the decision made about what type and how much support each pupil receives?	In this school we make every effort to support our young people on a 'needs led' basis. When need is identified, the level of need is assessed and then necessary resources are allocated.