



## Bodmin College

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

Here at Bodmin, we are an inclusive college. We provide support for all students who experience a barrier to their learning and in particular to those who may have a specific learning difficulty or special educational need. 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.

*'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 or higher education or training'*

*(DfE 2014: 92)*

*'Provision for pupils with Special Educational Needs (SEN) is a matter for the school as a whole. All teachers are teachers of children with special educational needs.'*

*(DfES 2001: 59)*

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

### 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 confidence and happiness of our students is of the utmost importance to us. All students have access to a comprehensive range of resources to support them with their learning, emotional well-being and health. The views and opinions of our students are sought at every opportunity.</p> <p>1) All students are members of a tutor group within their Year group. They have</p> <ul style="list-style-type: none"> <li>• A Tutor,</li> <li>• Year Head</li> <li>• Deputy Year Head,</li> <li>• 'dedicated teaching assistants' assigned to their pastoral team</li> </ul> <p>2) The School Council includes elected</p>	<p>1) Peer mentoring is offered to students who might benefit from talking with older peers, for a variety of reasons. The peer mentors are carefully selected and trained to provide 'talking support' to students.</p> <p>2) Bereavement Counselling is available to students from trained staff that have completed courses and gained experience with 'Penhaligon's Friends'.</p> <p>3) Young people can access a trained adult counsellor in college. There is also a Careers South West adviser available to listen and sign post young people to services outside the college.</p>	<p>Communication with parents and carers and with our young people is central to our SEND provision. For those students identified with a learning difficulty or a disability, there is a dedicated team of specialist teachers and teaching assistants to listen and respond to their needs.</p> <p>1) Students who have a Statement or an EHC Plan will have regular reviews of their provision to ensure we are meeting their learning, social, emotional and health needs.</p> <p>2) Those students identified as requiring an Early Support TAC will also have their progress reviewed regularly.</p>

<p>representatives from every tutor group in the college. These students meet regularly to:</p> <ul style="list-style-type: none"> <li>• agree actions on issues identified by their peers</li> <li>• consult on matters raised by the staff or senior leaders <ul style="list-style-type: none"> <li>• provide student panels for involvement in the recruitment of teachers</li> </ul> </li> </ul> <p>3) Every student is encouraged to give verbal and written responses to staff comments on home works during 'Dedicated improvement and response time' in lessons.</p> <p>4) Students are invited to participate in 'student voice' feedback on the curriculum and it's delivery as part of the whole school evaluation process.</p> <p>5) We have the 'William Cliff Academy' to support and advise our most able students at key Stage</p> <p>6) The College Health Centre can be accessed by all students for confidential advice and consultation on all matters relating to health. This centre is staffed by doctors and nurses from the town GP surgeries.</p>	<p>4) Students with 'SEN support' work with teaching assistants to write their 'one page profiles', which are shared with the teaching team for each student. Students have ownership of this document which is entirely their voice.</p> <p>5) We have a dedicated Pastoral Support Worker to support young people and liaise with families.</p>	<p>3) For those with Social or Emotional barriers to their learning in Year 7 and 8, we have the Nurture Provision in our Home Room.</p> <p>4) Those with social interaction and communication difficulties can be referred to SocCs, our Social and Communication Skills workshops.</p> <p>5) We have a specialist TA who works with students with a Specific Learning difficulty, e.g. dyslexia.</p> <p>6) There is also a trained 'Autism Champion' who monitors specific students with a higher level of need and liaises with staff and parents.</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 college greatly values the partnership with parents and carers and every opportunity is taken to facilitate and maintain regular two-way communication.</p> <p>There are parents/carers on the governing body of the college. Parents/carers are welcomed to celebration evenings, drama and music performances and sporting events. Parents/carers are invited to regular parents evenings to discuss the teaching and learning in school.</p> <p>Translators for parents of EAL students can be provided. Interpreters for those with a hearing loss can be provided. Information is shared via the college website, parent newsletters, text messages and subject specific letters. Parents are encouraged to contact Year Heads and the SENDCo with</p>	<p>There are targeted information evenings for those parents/carers of students involved in specific events or learning interventions. Parents/carers of Year 7 and 8 students are invited to attend a Phonics information evening, to learn about the course and be involved in supporting their children with their reading. 'Parent Voice' was sought to support our successful bid for 'Dyslexia Friendly School' status. Parents/carers were invited to meet the assessor and contribute their experiences of the provision for their children with dyslexia.</p> <p>There is an annual 'Next Steps' information evening in Greenfield, for those students who may need additional support in post 16 provision. Parents/carers of students with English as an Additional Language are invited to information and celebration</p>	<p>Parents/carers of students identified with a learning difficulty, are invited to contact the SENDCo with any concerns they have. Where a phone call is insufficient, appointments to meet and discuss concerns are made. In some cases, where there is a higher level of need, further dates are made for review meetings. Students who have a Statement or an EHC Plan, will have regular reviews of their provision to ensure we are meeting their learning, social, emotional and health needs.</p> <p>Those students identified as requiring an Early Support TAC will also have their progress reviewed regularly. The SENDCo and Lead Higher Level Teaching Assistant are available at 'Parents Evenings' for all Year Groups. The college, in partnership</p>

enquiries.	evenings.	with the Autism Team, hosts parental/carer workshops.
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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 college is committed to providing a challenging and enjoyable, broad and balanced curriculum which is accessible and available to all students.</p> <p>To this end we recruit highly qualified and well trained teaching staff that use their best endeavours to deliver a stimulating and engaging curriculum. All teaching staff receive regular high quality, updated training, in the latest teaching and learning strategies to improve and maximise the learning progress for all students. Students can expect a high quality teaching and learning experience.</p> <p>On entry to the school, Key Stage 2 data is used to produce target grades for each individual, in each subject area. (Additional</p>	<p>All teaching staff receive regular high quality training which raises awareness and provides strategies to support students with additional learning needs or disabilities. Teachers work collaboratively with teaching assistants to plan and differentiate learning experiences for all students.</p> <p>All students continue to access a broad and balanced curriculum. The level of support provided is 'needs lead'. Reading is prioritised as it determines access to the whole curriculum. Students with the lowest reading ages in Year 7, and some in Year 8, can join the Read Write Inc. 'Fresh Start' Programme. This is a highly successful programme which delivers startling improvements in</p>	<p>All students access a broad and balanced curriculum. Students who have a Statement or an EHC Plan, have regular reviews to ensure that we are meeting their individual needs and that the interventions they are having are impacting positively on their learning.</p> <p>Our interventions are intended to facilitate access and inclusion of all students in all learning opportunities. Some students, for whom learning difficulties result in emotional behaviours which are a barrier to accessing learning, are selected for timetabled Nurture provision, in Year 7 and 8. Students with features of Autistic spectrum (ASD) or social interaction difficulties are offered the SocCs programme.</p>

<p>information is acquired from Cognitive Assessment Tests and Dyslexia screening for all Year 7 students). Progress towards these targets are regularly monitored and reported to parents/ carers.</p> <p>All students also have their reading age measured in Year 7. All students in Year 7 and 8, can then improve their level and enjoyment of reading through the 'Accelerated Reader Programme'.</p> <p>All Year 11 students are supported with academic mentoring to maximise their progress towards GCSE examinations. There is a wide range of courses at Key Stage 4 and 5, including vocational options. Students make their own choices across the complete range of opportunities.</p>	<p>the reading ages of our students who find reading a barrier to their learning. Students who continue to struggle with literacy will be selected to participate in short term group interventions called 'Progress Units'. In Year 8, there are timetabled literacy lessons for some, in addition to their English lessons. In addition to 'Accelerated Reader', students in Years 7,8 and 9 will be selected for 'Paired Reading', where they read to an older student. Numeracy is also essential across the curriculum. In Mathematics, the lower performing groups are led by specialist maths teachers supported by specialist SEND teachers.</p> <p>Pupil premium funding is used for disadvantaged students to have 1:1 English and 1:1 Mathematics tutoring. All students may access support from teaching assistants (TAs) for specific tasks. Teachers are able to book TAs for lessons if an additional adult is needed to support the learning of students</p>	<p>Those with ASD may also receive support from our 'Autism Champion'. Bespoke timetables are organised for students who have difficulty accessing the college curriculum for a variety of reasons. We also work closely with specialist outside agencies to supplement the curriculum for those with a higher level of need. Students from Greenfield ARB may have short work experience placements arranged as part of preparing learners with learning disabilities for work.</p>
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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>Students make progress in their learning with high quality teaching from a well-trained experienced teaching team. All teaching staff receive regular high quality, updated training, in the latest teaching and learning strategies to improve and maximise the learning progress for all students.</p> <p>Year 11 students are invited to attend additional booster and catch-up sessions in a range of subjects, outside the normal school day. The quality of teaching is monitored regularly as are the outcomes for students.</p>	<p>The college operates a booking system for Teaching Assistants, (TAs). If, when planning lessons, teachers decide that students will require additional adult support to access the learning, they can book TAs for that task. Pupil premium funding is used for disadvantaged students to have 1:1 English and 1:1 Mathematics tutoring.</p>	<p>Students with particular individual needs may benefit from consistency in the adults who support them. Most of our students learn to become successful independent learners with support from a variety of well-trained experienced TAs.</p> <p>Some students, for whom learning difficulties result in emotional behaviours which are a barrier to accessing learning, are selected for timetabled Nurture provision, in Year 7 and 8. Students with features of Autistic spectrum (ASD) or social interaction difficulties are offered the SocCs programme. Those with ASD may also receive support from our Autism Champion'.</p>

## 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>Teaching staff create a climate for learning where students can 'risk take' in a safe and non-judgemental environment. This encourages greater independence in learning. There is a focus on personal learning and thinking skills, (PLTS). Students are encouraged to develop independent learning skills in lessons. They also have numerous opportunities to engage in activities which promote independence and self-help skills. We are an accredited 'Adventure Learning School'.</p> <p>Year 7 begins with a team building and group skills day. There is a residential adventure activity camp in the Summer of Year 7. All students, from the age of 14 years, can access Duke of Edinburgh Bronze, Silver and Gold training and awards. Students may also choose to do the Ten Tors training and event. Students can apply to become</p>	<p>Year 6 students with SEND are invited to an activity day at the college in preparation for transition. This includes a photo trail, group planning and craft activities, and students making their own lunch. Students with learning difficulties or disabilities are encouraged to participate in the Duke of Edinburgh Award (DofE) scheme. Students from our ARB, Greenfield, participate in the Jubilee Challenge Ten Tors Event in addition to the Bronze DofE award. All students in Greenfield participate in the Summer activity week. This includes outdoor activities and camping.</p> <p>Students have access to :</p> <ul style="list-style-type: none"> <li>• visual timetables</li> <li>• dyslexia passports</li> <li>• prompt cards</li> <li>• traffic light system</li> <li>• time out cards</li> </ul>	<p>The college is committed to making all areas, resources, activities and learning opportunities accessible to our students with disabilities. Equality of opportunity and inclusion are central to our policies and systems. All students are encouraged and supported to participate in practical activities and curriculum areas with modified furniture and equipment to facilitate independence and inclusion</p>

<p>ambassadors or leaders in a variety of subjects including Art, PE and drama. In PE students can opt to become Sports leaders who visit and host local primary schools to run sports activities for younger children. There are homework clubs for students to attend in school. There are a range of local and international trips and activities offered in each Year group to encourage independence. These include Paris in Year 8, Italy in Year 10, and the Global Youth Conference in Year 12. We promote a 'Growth Mindset' throughout the college designed to enhance the resilience of our students, both in their learning and personal development</p>	<p>Medical cards</p> <p>The college has an active STEM club for those budding Scientists and Engineers. Language leaders were awarded an innovation grant by 'Leading Edge' school for their work using KS3 and KS4 pupils to teach languages in primary schools. There is much encouragement to apply for awards for gifted students e.g. Arkwright scholarships, also, Sutton Trust Summer Schools, Nuffield bursaries, Villiers Park residentials, Oxford University UNIQ summer schools and the Cambridge University students shadowing scheme.</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>All students are supported by their Year Group Pastoral Team. Any student, identified through college monitoring, who is not making expected progress is enrolled on the 'Commit to Success' programme. This ensures opportunity and achievement for all. Students can access a variety of interventions and means of support. These include Literacy, Numeracy and SEND interventions, pastoral support and counselling, peer mentoring, Re-Start programme, bereavement counselling, revision days and in some cases financial support. All students attend Year assemblies which inform students and provide spiritual and moral guidance.</p> <p>There are enrichment activities for older students in preparation for their GCSEs which includes relaxation and stress management techniques. The school nurse and the doctor are available to all students. Sporting and</p>	<p>The Child Protection and Safeguarding Team become involved where there is a concern for a child's safety and well-being. Vulnerable students are invited to breakfast club. Those students who attend the Nurture provision always have Nurture breakfast as part of the structured sessions.</p> <p>We have the Journey Centre for young people who struggle to regulate their emotions. Bereavement Counselling is available to students from trained staff that have completed courses and gained experience with 'Penhaligons Friends'. Young people can access a trained adult counsellor in college. There is also a Careers South West adviser available to listen and sign post young people to services outside the college. We have a dedicated Pastoral Support Worker to support young people and liaise with families. Support is provided for long term absence due to illness or mental health issues. There are online materials and tutorials.</p>	<p>Referrals can be made to CAMHs in cases of depression, self-harm and other mental health issues. Outside agencies can be engaged to provide specialist emotional support, e.g. Dreadnought and White Gold</p>

<p>Cultural extra-curricular activities are encouraged and well attended. All students are allocated a 'House' to which they belong. They contribute points earned for progress in learning, being good citizens, in sporting competitions. There are house prizes awarded annually.</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> 
<ul style="list-style-type: none"> <li>• Peer mentoring</li> <li>• Rotary Interact Club</li> <li>• Lunch time and after school clubs.</li> <li>• Drama, dance, sporting and music events.</li> <li>• Sporting and Cultural extra-curricular activities are encouraged and well attended.</li> <li>• There are many local and international trips and residentials for each year group.</li> <li>• There are Year 11 and 6th form social events including Proms.</li> </ul>	<ul style="list-style-type: none"> <li>• Greenfield presentation evening with disco.</li> <li>• Greenfield breakfast week</li> <li>• Greenfield Cake Break</li> <li>• Greenfield Lent Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• SocCs</li> <li>• Specialist SEN staff accompany students on local and international trips to facilitate inclusion.</li> </ul>

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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The 2014 Ofsted report rated 'behaviour and safety' Outstanding at the college. The positive climate for learning is promoted within a cohesive community where equality of opportunity is championed and bullying and prejudice are not tolerated.</p> <p>There are comprehensive programmes to inform and reassure students about the safe and legal uses of technology and social media. There is zero tolerance to verbal or physical abuse of students and staff.</p> <p>The college is fully inclusive to all and any form of prejudice or inequality will be challenged, including racism and homophobia. The physical environment has modifications for accessibility including highlighted steps and doorways for those with visual impairments. Also tactile modifications on crossings and pavements. There are stair lifts, ramps and elevators at specific locations to ensure</p>	<p>Staff receive training from specialists to work effectively with students with sensory impairments.</p> <p>Staff are also trained in manual handling.</p>	<p>The college is committed to making all areas, resources, activities and learning opportunities accessible to our students with disabilities. Equality of opportunity and inclusion are central to our policies and systems.</p> <p>Students with sensory impairments have specialist individual accessibility training to move safely around the school and on external trips.</p> <p>Where behaviour plans for individual students specify the need, we have members of staff trained to use de-escalation techniques and restraint and physical intervention techniques. (These are only applied where students, or staff, are at risk of physical harm.)</p>

accessibility. 'Displays for Learning' make the college a positive learning environment.		
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## 9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>Partner primary schools are visited by the incoming Head of Year 7, the SENDCo and other key transition staff. The college organises:</p> <ul style="list-style-type: none"> <li>• Year 6 Parents evening</li> <li>• Year 8 option assemblies</li> <li>• Parents open evenings for Year 8</li> <li>• options</li> <li>• Year 12 Open Evenings</li> <li>• Year 11 Advice and Guidance sessions</li> <li>• Higher education information evenings</li> <li>• There are enrichment sessions for year 11 to help with sixth form options;</li> <li>• Enrichment sessions for year 12 and 13 to help with choices around university;</li> <li>• A Year 8 visit to university to discuss the importance of option choices with university students and lecturers;</li> <li>• Also, we have a 'Raising Aspirations' Co-ordinator, to increase our numbers of students going to university.</li> </ul>	<p>Year 6 students with SEND are invited to an activity day at the college in preparation for transition. This includes a photo trail, group planning and craft activities, and students making their own lunch. Students receive additional guidance regarding Year 8 options. They make visits to the vocational provision Woods Browning, to inform their choices. There is an annual 'Next Steps' information evening in Greenfield, for those students who may need additional support in post 16 provision. There is Oxbridge support for Gifted, Able and Talented students. There are events for gifted and talented athletes and sportsmen and women, supported by the PE and Sporting Academy staff.</p>	<p>In partnership with feeder primary schools, we invite parents/carers of more vulnerable and SEND students to visit the college individually. We will devise personalised timetables of transition for those students with higher levels of need, at each stage. Individual year 8 students, receive advice and guidance on option choices.</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 teachers are responsible for the progress of <u>all</u> students, by means of high quality teaching and using their best endeavours.</p> <p>All teachers have Qualified Teacher status.</p>	<ul style="list-style-type: none"> <li>• Qualified SENDCo</li> <li>• Qualified specialist SEND teachers,</li> <li>• Qualified teaching assistants,</li> <li>• Trained Literacy HLTAs</li> <li>• Trained mathematics HLTA</li> <li>• Trained dyslexia specialist,</li> <li>• Trained autism champion</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified SENDCo</li> <li>• Qualified specialist SEND teachers,</li> <li>• Qualified teaching assistants,</li> <li>• Trained Literacy HLTAs</li> <li>• Trained mathematics HLTA</li> <li>• Trained dyslexia specialist,</li> <li>• Trained autism champion</li> </ul>

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

Service/organisation	What they do in brief	Contact details
Children, Adolescent, Mental Health Service (CAMHs)	Screen young people for Autism, ADHD, mental health difficulties. Provide therapeutic support for those groups	Via your GP or the school SENDCo
Educational Psychologists	Assess and support young people who are not making progress with their learning.	Via the school SENDCo

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	Via your GP
Physiotherapists	Provide advice and individual exercise plans for referred students.	Via your GP
Autism team	For students with a diagnosis of Autism who are experiencing difficulties accessing the school curriculum.	Via the school SENDCo

## 12. Pupil progress

A student's progress is rigorously monitored throughout their time in Bodmin College. Parents and carers receive regular reports and are invited to parental meetings to share information and ensure that students continue to thrive and make progress.

## 13. How will I raise concerns if I need to?

Talk to us – firstly contact your child's Teacher/Head of Department/Tutor or the SENDCo. We welcome dialogue with parents/guardians and pride ourselves on good home/school communication. We encourage parents and carers to raise concerns with us so that they may be quickly addressed. Please contact the SENDCo Joseph McGovern on 01208 72114.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>

## Answers to Frequently asked Questions

1. 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 rooms where the need is more acute.**

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

**In the first instance contact your child's tutor.**

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

**Parents, Teachers, Senior Leadership Team and Principal.**

4. How is the curriculum matched to my child's needs?

**Assessment and monitoring, support is 'needs led'.**

5. 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 with teachers during the year and where there is a higher level of need, more frequent review meetings are arranged.**

6. 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 shared about the learning in school. e.g. Phonics and dyslexia parents evenings.**

7. 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.**

8. 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.**

9. 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).**

10. How accessible is the school environment?

**See the information above.**

11. 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 schools and local colleges to ensure the efficient exchange of information about each student. We arrange transition visits and events to familiarise and reassure students during these crucial periods of change.**

12. 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 a need is identified, the level of need is assessed and the necessary resources are allocated.**