# Sir James Smith's Community School

## Our SEN local offer

## Reviewed September 2026

All the teachers in the school are teachers of children with Special Educational Needs. As such, Sir James Smith's Community School adopts a 'whole school approach' to Special Educational Needs which involves all the staff adhering to a model of good practice. All staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment within the classroom, dependent upon resources and expertise. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority and its allocation of SEN funding.

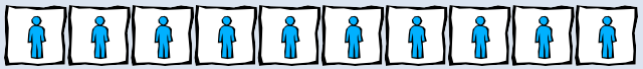
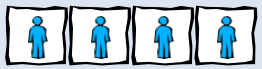
The school operates an equal opportunities policy for children with special educational needs ensuring they are afforded the same rights as other children. This includes both those children with Educational Health Care Plans and those others with less significant problems as identified on the SEN register of Need.

The special needs of the majority of our children are provided for within the framework of the curriculum with the emphasis on quality teaching and learning and the desire for all pupils to make significant progress. The SEN department provide both short term and long-term specialist support inclusive of intervention programmes for pupils who need to boost their Literacy, Numeracy, Life Skills and wellbeing. In addition, to this we provide help and support for those pupils requiring social skills development. We work closely with the English and Maths departments to ensure intervention is planned and targeted at the pupils' needs. Literacy Intervention is supplemented with targeted Intervention to address the needs of those students with Dyslexic tendencies by a trained team dedicated to improving Literacy. We also use a range of other programmes to support older pupils using age related resources

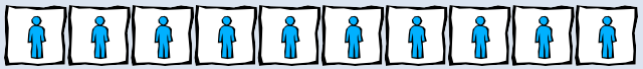
The school employs several Teaching Assistants and Higher-Level Teaching Assistants. The SEN Department also has an Autism Champion, and we work closely with the Behaviour and Pastoral Manager to support those students with Social, Emotional and Mental Health Needs. All TAs share experience of working with children with a range of specific and additional needs. TAs can work 1:1 with children, in small groups within mainstream lessons and on leading and delivering intervention programmes, outside of the curriculum. Where possible, we aim to promote independence for children requiring support through ensuring that the child can work with a range of adults.

| **Name of the Special Educational Needs/Disabilities Coordinator: Miss Cameo Woudberg (SENDCO) Miss Woudberg holds the National Award for SEND Coordination** |
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| **Contact details: e-mail:** cwoudberg@nclt.academy |

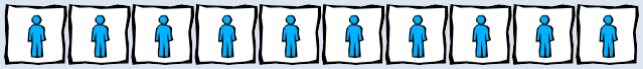
## 1. Listening to and responding to children and young people

| Whole school approaches<br>The universal offer to all children and YP.<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • The views and opinions of all students are valued<br>• Student Voice is represented in all aspects of the school<br>• Face to Face parent evenings– student and parent / carers meet with tutor and subject teachers for structured learning conversations<br>• Student Voice is heard through:<br>- consultation<br>- focus groups<br>- questionnaires<br>- Link governor monitoring visits<br>- Student Council<br>- Tutorial programmes<br>• All students have access to the Class Charts | • Students with SEND are represented in all consultation groups<br>• Additional student voice is heard through a SEN register mentoring programme incorporating a minimum of one meeting per term<br>• Year Specific Focus groups for example: Around GCSE option choices<br>• Annual review Process<br>• Commit to the Assess – Plan – Do – Review process incorporation a personal questionnaire<br>• Through external intervention e.g. EWO | • Individual support is responsive to the views of the student. Students with EHC Plans complete a 'All About Me' Section and a personal questionnaire as part of their review<br>• Students' views are an integral part of Child Protection Meetings (CP), , Early Help Support meetings, Social Care meetings and SEND reviews<br>• Students are supported in person-centred planning to set targets and measurable outcomes which are reviewed with the young person at the centre of the process and as part of an Individuals provision map – |

## 1. Partnership with parents and carers

| Whole school approaches<br>The universal offer to all children and YP<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • The school works in partnership with all parents and carers.<br>• Every student has a tutor who is the first port of call for contact with the school<br>• The parents/carers of all students are invited to attend parent/carer evenings.<br>• The school website and social media outlets enables parent/carers to understand the school more.<br>• Class Charts communication<br>• School open evenings | • Families are invited to attend information sessions on supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing etc.<br>.<br>• Parents are able to contact school re: concerns at any time<br>• Parents involved in the assess-plan-do-review process including a parental questionnaire on a termly basis<br>• Parents attend Annual Reviews for EHCP students | • Parent/carers are supported in attending and are involved in annual reviews.<br>• Parent/carers views are an integral part of and SEN reviews.<br>• Advocacy is available if requested to ensure the above.<br>• All documentation is presented in a format that is accessible to individual parents.<br>• Parents/careers are encouraged to talk to the SENDCo / SENDCo Assistant by phone or arrange an appointment to discuss concerns either in person or online<br>• The school promote additional services such as SENDIASS |

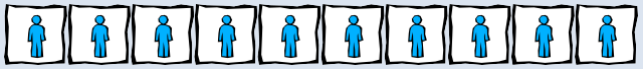
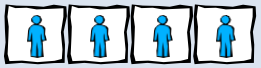
## 2. The Curriculum

| Whole school approaches.<br>The universal offer to all children and YP<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • The curriculum is designed to ensure the inclusion of all students.<br>• All students, regardless of their ability and/or additional needs, have full access to the curriculum.<br>• Reading can be a barrier to learning preventing access to the curriculum. Therefore, all students are screened start of Year 7 to establish reading ages. This data is shared with all staff to enable them to plan lessons and adapt resources to ensure that all students can access learning.<br>• All KS4 students have access to after school clubs ranging across the curriculum. | • Assessments and exam concession tests are used to identify students who need specific interventions.<br>• Dyslexia screening is carried out when needed.<br>• The SENDCO attends Curriculum planning meetings for Students with Special Needs in Year 9 to ensure the breadth of choice for students taking their options<br>• The SENDCO attends subject leader meetings to ensure curriculum planning meets the needs of students on the SEN register<br>• A number of students in KS3 have access to interventions to develop their Literacy and/or Numeracy skills. | • Students are supported in following their interests, and chosen curriculum when choosing option subjects, regardless of their SEN and/or disabilities.<br>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.<br>• In exceptional circumstances the curriculum can be adapted to meet the needs of the individual; students can be disapplied from some subjects and follow a personalised programme. This must be agreed by all involved. |

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| • The curriculum strongly promotes individual student's personal development | • Specific intervention packages are bespoke and needs led.<br>• The progress of students taking part in intervention groups is monitored regularly by Subject Leaders, and SENDCo and provision is adapted to meet the needs of the person.<br>• Subject Leaders create watchlists after each academic reporting window to ensure those students not making adequate progress receive the necessary intervention support<br>• Head of Key Stage leaders develop specific interventions for students to support their access to the curriculum and evaluate the impact through a half term<br>• The level of support provided is 'needs lead'.<br>• In Year 7 Reading is prioritised as it determines access to the whole curriculum.<br>• Ambassadors help to run friendship and support groups for targeted groups of students | • In some circumstances 1:1 support is given to help individuals cement their knowledge and understanding in particular subjects. |

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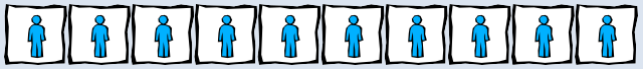
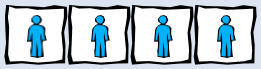
## 3. Teaching and learning

| Whole school approaches<br>The universal offer to all children and YP<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • Teachers have the highest expectations of all students in the class and aim to inspire, foster curiosity and develop resilience<br>• Lessons are carefully planned and differentiated based on need and progress within the class<br>• Quality first teaching is delivered across the curriculum<br>• Strategies such as structured group work are used to enable students to work co-operatively and independently<br>• The whole school uses a "dyslexia-friendly" approach to teaching and learning, where | • All teaching staff receive regular high-quality training which raises awareness and provides strategies to support groups of students with additional learning needs or disabilities.<br>• All teachers and subjects develop specific strategies to support students in their lessons based on Quality First Teaching<br>• Teachers work collaboratively with TAs to plan and differentiate learning experiences for all students. All TAs are equipped with an I Pad to ensure they can communicate effectively with teachers | • Personalised and differentiated work is provided enabling independent learning.<br>• One-to-one 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.<br>• Outreach from outside agencies, such as the cognition and learning team or Speech and language therapy team requested for advice on teaching and learning<br>• Students with a diagnosis of Autism or who exhibit Autistic tendencies |

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| differentiated teaching and outcomes are used to ensure the progress of all students<br>• Where applicable lessons include a variety of activities of strategies that cover different learning styles, i.e. visual kinaesthetic and audio<br>• The lessons are carefully planned to include clear stages, regular progress checks and different learning styles<br>• Learning Objectives are displayed and discussed with students each lesson<br>• Students' work is regularly marked and students given time to enable them to improve<br>• Target grades are visible or easily accessible<br>• Professional Learning Groups allow teachers to share good practice<br>• The school staff led teaching and Learning panel facilities good pedagogy | • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision<br>• All SEND students have a personal profile and short term targets identifying specific and personalised strategies to support the individual – these are given to all staff<br>• In addition to supporting students with Statements / EHC Plans, TAs circulate the classroom to support students on School Support either working to support them as a group or individual<br>• TAs/class teachers work with small groups to:<br>□ ensure understanding<br>□ facilitate learning<br>□ foster independence<br>□ keep students on task<br>• If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher<br>• Independent student learning is supported by the use of technology. For example: | (ASD) receive support from our 'Autism Champion' and may also benefit from intervention from a specialist input from an advisor from the ASD team<br>Education Psychologist Outcomes are used to inform teaching strategies.<br>• The school buys into Educational Psychologist Support in addition to the Core Service for those with Statements of EHC plans.<br>• Individual Students have a personal profile and APDR providing teachers with advice on personalised support strategies.<br>• Provision for students at SEN Support is monitored through Learning Walks |

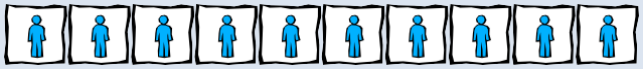
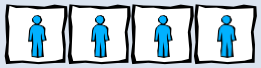
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| | • laptops<br>• I-Pads<br>• Reading pens<br>• Special examination arrangements are put in place for internal and external tests (Readers, Scribes and extra time)<br>Provision for students at SEN Support is monitored through Learning Walks | |

## 4. Self-help skills and independence

| Whole school approaches<br>The universal offer to all children and YP<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • Students have access to equipment such as: highlighters, and dictionaries etc which promote independence.<br>• All students have access to a regular homework club and after school support<br>• Student can access Class Charts to monitor their homework and achievements. | • Where teaching assistants are in the classroom their focus is to work towards facilitating independence.<br>• Students have access to equipment to help them to learn, such as, overlays, timers, sloped writing desks<br>• Students have access to : | • Technology is available to aid independence e.g. Dragon Dictation Technology<br>• Teaching assistants working one-to one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find help |

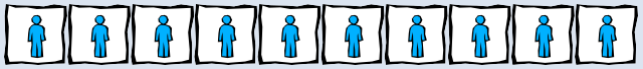
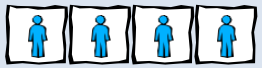
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| | - visual timetables<br>- time out cards<br>- Learning Resource Centre<br>• Teaching assistants are equipped with I Pads and are able to use the schools Behaviour System to award rewards and sanctions / communicate with teachers through e-mail.<br>• Personal and social skills course at KS4 is aimed a small group of students who will benefit from undertaking fewer GCSE Options and benefit from developing independent skills for life. | for themselves, e.g. asked peers, checked books, etc.<br>• Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent<br>• Individual Students at KS4 are able to participate in a Personal and Social Skills course which is focused on helping young people build skills to lead an independent life.<br>• There is a KS4 laptop programme to support some students with literacy and independence.<br>• |

## 5. Health, Wellbeing and Emotional Support

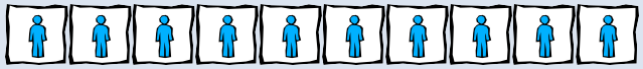
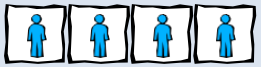
| Whole school approaches<br>The universal offer to all children and YP<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • All students have access to Behaviour Support where trained members of staff are able to support student's emotional needs and well-being.<br>• Students can have access to a Kooth Counsellor or Youth Support Worker<br>• Students have access to the school nurse. Sessions are private and confidential.<br>• Bereavement counselling available.<br>• Student issues are dealt with by trained staff, as they arise.<br>• Risk assessments are carried out as appropriate<br>• All students have a tutor<br>• All students receive a PSHE programme | • Student Support is available to provide 'time out' for students with additional needs.<br>Youth workers deliver group work focusing on building:<br>- self esteem<br>- social skills<br>- life skills<br>- anger management<br>- behaviour<br>• The school have two trained TIS practitioners<br>• TAs support individual students with personal needs.<br>• Students can be allocated green 'support cards' in order to manage their anxieties | • Early Support meetings and reviews are supported by a range of agencies including the school nurse and Educational Welfare Officer.<br>• Additional support for students can be requested from:<br>- CAMHS<br>- Social Care<br>- Youth Centres<br>- Dreadnought<br>- Aspires – ASD team support<br>- Penhaligon's Friends<br>- Targeted Youth Support<br>-Careers Guidance<br>- Early Help Hub<br>- Family GP |

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| • The students have access to the Education Welfare Officer<br>• The school is engaged with the Place 2 Be programme. | • Individual group programmes such as ELSA and Lego therapy<br>• The school has a designated CAP to liaise and manage cases with the CAMHS service | -Educational Psychologist<br>-Dyslexia Advisor<br>-Hearing Support Service<br>-Speech and Language<br>• Individualised support is provided for students who begin to display early signs of disaffection in KS3.<br>• Students with Autism have access to an Autism Champion and where appropriate, may spend time in Student Support<br>• Students with specific medical conditions have individual health care plans<br>• Time out in Student Support for those Students with a specific SEN status of Social, Emotional and Mental health needs<br>• Additional and Personalised Transition plan for those students in Year 6<br>• Personalised interventions are developed around the concept of scaling emotions |

## 6. Social Interaction Opportunities

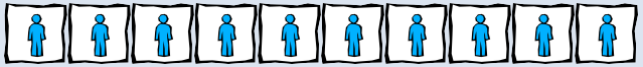
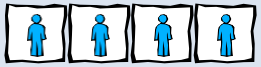
| Whole school approaches<br>The universal offer to all children and YP<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • All students have opportunities for social interaction, regardless of need<br>• All students belong to a tutor group.<br>• All students are invited on trips and visits<br>• All students able to access break and lunch times<br>• All students are able to access extra-curricular clubs. | • Older students involved in 'paired reading' with younger students with SEND.<br>• Year 11 Prefects / Peer mentors/buddies support vulnerable children and young people.<br>• Friendship groups and extra-curricular activities are available to and targeted at students in need of social opportunities<br>• Specific groups formed for example<br>• LGBT Q+ fortnightly club | • Students are individually supported by teaching assistants to enable their attendance at after school clubs as appropriate<br>• social stories are used with individual students<br>• Older students are used to support and "buddy" younger SEND students through the tutor system and Year 7 Transition. |

## 7. The Physical Environment (accessibility, safety and positive learning environment).

| Whole school approaches<br>The universal offer to all children and YP<br> | Additional, targeted support and provision<br> | Specialist, individualised support and provision<br> |
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| • Almost all areas of the school are accessible to everyone including those students with SEND.<br>• All teaching areas have wheelchair accessible classes. Where this is not the case suitable alternative facilities are made available<br>• Students feel safe and, in an environment where bullying is absolutely minimal and dealt with effectively by the Behaviour Support Team<br>• There is a named child protection officer, "Designated Safeguarding Officer" and a deputy. Their names are clearly displayed and there is a named "Child in Care" teacher<br>• All areas of the school are uplifting, positive and support learning | • Student Support provides a base for vulnerable students in the Think Tank<br>• The Hub and Learning Resource Centre offers a quiet and supervised area for those who are unable to cope in unstructured times. This ensures there is the opportunity to eat lunch away from the school dining area where quieter spaces may be more suitable.<br>• Non-slip, non-breakable equipment available in practical lessons.<br>• Adapted PE equipment available.<br>• Some toilets adapted by height.<br>• Adjustable chairs/ tables available. | • Specialist equipment in practical lessons enables disabled students to be independent.<br>• Classrooms/halls/corridors are made accessible for young people with sensory needs<br>• The use of a specific sensory room |

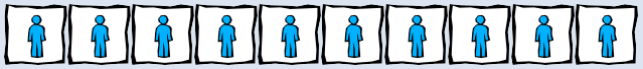
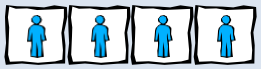
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| • Teachers focus on rewarding good behaviour to promote a positive learning environment<br>• The rewards and sanctions system is robust<br>• Ethos of Aspiration and Achievement | • There are named adults who are 'Team Teach' trained. | |

## 8. Transition from Year to Year and Setting to Setting

| Whole school approaches<br>The universal offer to all children and YP  | Additional, targeted support and provision  | Specialist, individualised support and provision  |
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| • There are strong links with partner primary schools. The SENDCO and Year 7 lead identify students who may need extra support at transition from KS2 to KS3<br>• Primary children visit school regularly from Year 5 for specific events.<br>• Secondary staff visit partner primaries.<br>• Year 6 Students experience 2 induction days<br>• In Year 9 preparations begin for option choices ready for Year 10. Tutors support students to make | • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition<br>• Students identified as possibly struggling with transition have many additional visits in small groups<br>• Students may be allocated a key worker<br>• A transition plan is created through liaising with the primary school, student and parent<br>• Student views are taken into account when creating Yr7 tutor groups | • The SENDCO attends Year 5 and Year6 EHCP annual reviews (and earlier if the parent requests).<br>• The student may have a keyworker who spends time with them in primary school before supporting them in secondary school and meeting them for additional transition visits.<br>• Additional transition meetings are held between primary and secondary. Parents and outside agencies involved in supporting |

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| option choices through learning conversations with parents.<br>• Year 9 and Year 10 students have whole day visits to post 16 providers<br>• Year 11 students are supported with the sixth form/FE application and interview process. Students are informed of options evenings and encouraged to take part in a range of college taster sessions. | | the student are invited to attend and contribute to creating a transition plan<br>• Students have a structured, personalised and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.<br>• Careers advisors work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the student's interest's abilities and needs. These are reviewed at Annual Review meetings.<br>• Post 16 providers are invited to attend transition reviews depending on the student's preferences and choices<br>• Students with SEND have extra visits. |

## 9. The SEND Qualifications of SEND staff

| To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community  | To enable targeted support and provision  | To enable specialist, individualised support and provision  |
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| • All of our teaching staff undergo a programme of continued professional development and training which encompasses training on supporting children with special educational needs.<br>• We make good use of a weekly bulletin to bring advice and guidance to all staff<br>• Tier 2 Safeguarding<br>• INSET programme<br>• External CPD | • Assistant teachers in particular hold a range of qualifications, including specialist training on how best to support young people with a range of conditions across the spectrum of need.<br>• We employ Higher Level Teaching Assistants who are specialist in their individual curriculum areas<br>• Some staff are trained in Team teach<br>• Cornwall conferences on SEND, CiC are attended by staff<br>• Selected staff receive training from external professionals such as Cornwall ASD team and the Education Psychology Service | • Some Teaching Assistants have specialist qualifications to deliver support to children with complex and multiple learning needs and disabilities.<br>• The SENDCO is holds the National Award for SEN Coordination.<br>• The SENDCO Assistant has completed Autism Awareness Training |

## 10. Services and Organisations that we work with:

| Service: |
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| Autism Spectrum Team |
| Educational Psychological Services |
| Social Services |
| Audiology Service |
| EAL Services |
| Looked after Children officer/CIC Team |
| Special Education Team County Hall |
| Parent Partnership Service |
| Behaviour Support Service |
| CAMHS |
| Physio/OT Teams/Bladder and Bowel Support Services |
| Speech & Language Therapists |
| CHES/CICESS/Virtual School |
| Service for the Visually |
| Health Service/Community Nurses |

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

Special Educational Needs and Disabilities - Cornwall Council

The Neurodiversity Hub - Parent Carers Cornwall

## Answers to Frequently asked Questions

**1. How do people in school know if a pupil needs extra help?**

Pupils are assessed against their own prior learning and learning conversations are held between Year 6 Primary teachers and Secondary colleagues, including the SENDCO who attends transition visits, on transfer between Key Stage 2 and Key Stage 3.

We follow the guidelines, outlined in the Special Educational Needs Code of Practice, which recommends a graduated approach.

Where possible, we try to meet individual needs within the classroom, through ensuring that our planning, teaching and approaches are differentiated, using principles of quality first teaching: however, if we determine that a student is not making satisfactory progress, or presents other concerns, the subject teacher, tutor or Year Director, makes a referral to the SENDCO. Strategies and approaches, which are currently in use are reviewed and their effectiveness evaluated. Where this review leads to the conclusion that the student needs additional help and support, they are placed on the Record of Need, after consultation with parents/carers.

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

It is always advised that parents / carers raise any initial concerns with their children's tutor. The tutor will be able to gather a global perspective of your child's learning and progress and if necessary, make a referral to the school SENDCO. A meeting with the SENDCO and parent can then be arranged to discuss possible assessments and / or implementing strategies and approaches, these will be reviewed and their effectiveness evaluated. Where this review leads to the conclusion that the student needs additional help and support, they are placed on the Record of Need, after consultation with parents/carers.

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

All pupils are constantly observed and progress monitored. Student progress and attainment in Year 7 – 11 is monitored formally through a series of assessments which are entered into the school tracking system on three occasions throughout the academic year. This data includes a 'Working at' level, and a HERBS report, focusing on student response to Homework, Effort, Readiness to Work and Behaviour. In addition, data is available on behaviour incidents, achievements, attendance and any lateness to lessons. Information can also be exchanged in a less formal manner and parents are welcome to email or telephone the school should they wish to speak to a particular member of staff about any issues causing concern.

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

Students are generally grouped in classes. As there may still be a wide range of ability in each class/set, teachers plan a differentiated curriculum, suitable for all students, to ensure access at all levels. Any students with additional needs are included as fully as possible in the whole class environment and, where appropriate, the curriculum is adjusted. Sometimes, it may be appropriate to withdraw a student, sensitively, to work individually, or in small groups, in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be utilised to give support in a particular area e.g. additional literacy. The class teachers, in conjunction with the SENDCO, will oversee this provision to ensure it meets individual needs.

Provision for students with SEN is intended to enable them to make the greatest possible progress in both their learning and in their personal development. Participation in extra-curricular activities, clubs and school visits is promoted.

**5. How do school staff support me/my child?**

All the teachers in the school are teachers of children with Special Educational Needs. As such Sir James Smith's School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

**6. How will I, and my child, know how well they are doing?**

The School has a variety of channels for communicating with parents and carers. Parent / carers receive termly reports detailing working at levels and a HERBS report focusing on: Homework, Effort, Readiness for Work and Behaviour. Parents / carers are also encouraged to attend Academic Review Meetings and Parents Evenings. Less formal methods of communication include the schools sanction and rewards system, telephone calls, or where appropriate, a home school communication booklet.

**7. How can you help me to support my child's learning?**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with students who have Special Educational Needs where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

The school will work to ensure that students are fully aware of their individual needs and the targets from individual department areas. Students are involved at all times in decisions which are taken regarding their education targets, to include to include the Assess Plan DO Review Process and being aware of how and why they may need support. We also liaise closely with the Youth Support Services to run and promote Parent Workshops

**8. What support is there for my child's overall wellbeing?**

Tutors have an important role in monitoring the wellbeing of students as they are often the first port of call in the mornings for students who may be encountering difficulties. Information is then often shared and passed on to Year Directors or SENDCO, Student Support or Behaviour Support Team; both deal with a range of issues including attendance, family support, agency coordination, counselling, social care and urgent pupil issues. We also work closely with the Child and Adult Mental Health Team (CAHMS), Educational Psychology Service and School Nurse as well as a host of counselling and support services.

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

The staff will ensure that students with special educational needs join in the activities of the school, together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the students receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. Risk Assessments may be drawn up for specific activities where a risk is identified within an activity that cannot be overcome by a particular child due to the nature of their needs.

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

The school budget, received from Cornwall LA, includes an element for supporting children with SEND. The MAT Chief Financial Officer calculates the budget for Special Education, advising the Head Teacher who decides on the budget in consultation with the school Governors on the basis of needs in the school. The CFO liaises with the SENDCO to facilitate planning for staffing and timetabling to meet the needs of children with SEND for the year ahead. The Head Teacher and SENDCO discuss all the information they have about SEND in the school including:

Children getting extra support; children identified as needing support; the children who have been identified as not making progress as would be expected and decide whether resources / training and support to be put in place. All resources, training and support is review regularly.

## If you wish to complain

The School has a very clear complaints Policy. Should parents/carers be unhappy with any aspect of their child's care at Sir James Smith's School, they must discuss their concerns with the school. If this does not resolve the problem or allay concern, the problem should be brought to the attention of a member of the leadership team who will, where necessary, bring concerns to the attention of the Head teacher. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the schools' complaints policy which can be found here:

download.asp