

Fowey River Academy

Windmill - Fowey - Cornwall - PL231HE

Special Educational Needs and Disabilities Information Report September 2021.

Government Legislation requires us to publish a report called the **SEND Information report** (which complies with section 69 (2) of the Children and Families Act, 2014, the Special Educational needs and Disability regulations 2014, and the SEND Code of Practise January 2015).

Fowey River Academy has an inclusive philosophy, you can attend Fowey River Academy if you live in our locality irrespective of any disability and/or special need. We recognise that our students, visitors and staff, whether having a special educational need, being disabled or otherwise, have individual additional and different needs when using the Academy and its facilities. As part of this, we also recognise that for some students the nature of their needs or disabilities may mean that they experience specific difficulties relating to their access of education, and the physical environment of the Academy itself. As part of our work, both as professionals and people, we are committed to delivering inclusive educational provision, where our students with disabilities or additional needs enjoy equal opportunities to succeed and thrive within not only the physical environment of the Academy itself but also within the curriculum, the local and wider communities, and when they go on to their next steps in their education journey.

This SEND information report is co-produced by the SENDCo, Principal, Senior Leadership and SEND teams, it incorporates our Academy offer, which lays out provision available for students with Special Educational Needs and Disabilities here at Fowey River Academy.

The name of the Special Educational Needs and Disabilities Co-ordinator (SENDCo) for Fowey River Academy is Miss Laura Davies, she can be contacted on 01726 832 824 or ldavies@fracademy.org, the name of the Executive SENDCo for LEAP is Mrs Vikki Rolls, she can be contacted on 01726 832 824 or vrolls@fracademy.org

Support and Provision at Fowey River Academy: September 2021.

Our School Offer: September 2021.	Whole School Approaches. Universal offers to all our students.	Additional targeted support and provision.	Specialist and individual support and provision.
The Curriculum.	<ul style="list-style-type: none"> • A broad and balanced curriculum is offered to all our students. • Inclusive and differentiated teaching strategies. • Specialist teaching staff. • Streamlined options routes, tailored to students' ability and needs. • Homework club, as well as a wide and varied MIXX brochure of extracurricular activities.. • Whole school PSHE Flourish program with a 5-year curriculum road map designed to help all students become the best versions of themselves. This is taught weekly as a timetabled lesson. • All students have an individual iPad and access to Firefly, the school's digital curriculum to help them access learning both in school and remotely if needed. 	<ul style="list-style-type: none"> • Curriculum provisions which include small group work and specialised interventions either in departments or the Compass centre. • Year 10 given options which are more vocational, including ones at St Austell college. • Accelerated reader to help support literacy and promote a love of reading. • Interventions include the following: literacy, numeracy, handwriting, social skills, organisational skills, 'Draw and Talk', exam access arrangements, dyslexia resources, phonics and sound training to support literacy, and behaviour support plans. 	<ul style="list-style-type: none"> • Personalised timetables as appropriate, including entry level qualifications and more practical choices where possible. This includes functional skills for English and Maths. • Alternative provision options with local short stay school providers, or external provisions. • We are proud to be a Trauma Informed School, and have five TIS trained practitioners who offer TIS therapy to identified students. With all staff having received whole school TIS training in July 2020. • Whole staff training on ASD. • Students were offered access to a SEND bubble in the Compass centre during lockdown, with support to complete their online studies and help to ensure their mental health and wellbeing. • Students received individual timetables and curriculum

			<p>resources during lockdown when needed.</p> <ul style="list-style-type: none"> • Students offered access to Compass when needed, to enable them to access the full curriculum even when not in mainstream lessons.
<p>Teaching and Learning.</p>	<ul style="list-style-type: none"> • Dyslexic friendly strategies used across the school. • Use of ICT across the curriculum. • Differentiated tasks matched to ability. • Quality first teaching. • Assessments and progress reports every semester (once every 10 weeks), including attitude and commitment to learning. Reports will now include students potential end of KS4 grades. • PACE strategies used in lessons. • Clear and consistent behaviour policy embedded and applied school wide. • Variety of individual, pair and group tasks in all subjects. • SEND concern referral form. • Whole school staff SEND training and information sharing, including updated training on the graduated response and Assess Plan Do Review cycle, with tutors 	<ul style="list-style-type: none"> • Individual APDR written by tutors, to ensure all staff are aware of strategies and techniques to employ when teaching the individual students. • Coloured paper and coloured overlays where appropriate. • Individual ICT options where needed, including specialist ICT programs for student use. • Strategies for specific needs distributed, and shared amongst staff. • TA support where appropriate, across lessons. • Seating plans to ensure positive learning relationships in all classrooms. 	<ul style="list-style-type: none"> • Compass, our learning support and pastoral intervention centre. • HLTAs planning and delivering entry level qualifications, including functional skills. • 1:1 TA support where appropriate. • Class teacher, tutor and TA attendance at EHC plan review meetings to inform future planning. • Additional support for PP students. • Additional support for G&T, higher prior attaining, students. • Specialist resources and equipment. • Support from external agencies.

	<p>helped in co-constructing students individual APDR targets.</p> <ul style="list-style-type: none"> • Whole staff training on ASD. • Regular SEND briefing with updates for whole staff. 		
<p>Self-Help skills and independence.</p>	<ul style="list-style-type: none"> • Personal Social Health Education (PSHE) as part of a Flourish curriculum, and across all curriculum areas of the school, with students timetabled one lesson per week. • School wide rewards system, including commendations for individual students, and house rewards at the end of each semester. • Student council, tutor captains, sports captains, media and competition captains across all year groups. • Focus on independent and effective learning skills, developing our students' growth mindsets. • Regular marking and feedback to inform next steps. • Access to the Compass centre for homework completion for all year groups. • Access to Fowey River College for private study and interventions for year 11. 	<ul style="list-style-type: none"> • Small group interventions with defined success criteria. • Student support and Care and Guidance Support teams for all year groups. • Positive behaviour plans, including time out cards where needed. • Adapted curriculums where needed. • Specific programs of intervention to develop students' confidence and attitudes to learning. • Careers South West offering in school targeted support. 	<ul style="list-style-type: none"> • Practical plans for assisting physically impaired and disabled students where needed. • Supported access to extra-curricular activities where appropriate. • Break and lunchtime supervision where appropriate, in the Compass centre if needed. • Individualised rewards and incentives if needed. • Referrals to external agencies, community groups and social inclusion schemes. This includes working with professionals in school time as and when needed. • Students were offered access to a SEND bubble in the Compass centre during lockdown, with support to complete their online studies and help to ensure their mental health and wellbeing. • Students received individual timetables and curriculum resources during lockdown when needed.

	<ul style="list-style-type: none"> • Independent homework tasks, including access to our VLE Firefly. • Wide variety of extra-curricular activities, through the MIXX curriculum enrichment program. • School nurse drop-in and referral system. • Targeted youth drop-in and referral system. • Prefect system, with head boy and head girl. • School accessibility plan. • Work experience program for students in year 10, and careers planning and next steps programs as part of PSHE. • GPDR compliant. • Project and Adventure learning weeks to ensure our students understand the importance of creativity and resilience, linked to the Flourish curriculum. 		<ul style="list-style-type: none"> • Students offered access to Compass during unstructured times to support and facilitate appropriate peer-to-peer and peer-adult interactions, socially thinking and other supportive tactics used to support this.
<p>Health, well-being and emotional support.</p>	<ul style="list-style-type: none"> • Ensuring that we listen and respond to our students' voices. • Student support and Care and Guidance Support teams for all year groups. • Designated safeguarding lead. • All staff receive regular safeguard training updates, including Prevent strategies. 	<ul style="list-style-type: none"> • Positive behaviour plans, including time out cards where needed. • Access to the Compass centre for time out, and specialised interventions. • Careers South West offering in school targeted support. • Developing graduated response, where students are supported 	<ul style="list-style-type: none"> • Student access to meet with key workers as required. • Common Assessment framework referrals (CAF process). • Team around the Child (TAC) meetings. • Child in Need (CHIN) meetings. • Child Protection (CP) meetings.

	<ul style="list-style-type: none"> • Attendance officer to monitor and support students' attendance, through liaison with Education Welfare Officer. • Personal Social Health Education (PSHE) as part of a timetabled curriculum, and across all areas of the school. • School wide rewards system, including commendations for individual students, and house rewards at the end of each semester. • Student council, tutor captains, sports captains, media and competition captains across all year groups. • Wide variety of extra-curricular activities, through the MIXX curriculum enrichment program. • Year and House assemblies. • School nurse drop-in and referral system. • Targeted youth drop-in and referral system. • School medical officer and First Aid team. • Range of school policies (please see policies on school website). 	<p>with Assess Plan Do Review process with specific measurable SMART targets.</p> <ul style="list-style-type: none"> • We are a Trauma Informed School (TIS), with five trained TIS practitioners who offer bespoke targeted interventions for identified students in need. • PACE strategies used in lessons and interventions when needed. 	<ul style="list-style-type: none"> • Annual Review, EHC Plan review meetings. • Regular contact with parents and carers as required. • Referrals to external partner agencies. • Students were offered access to a SEND bubble in the Compass centre during lockdown, with support to complete their online studies and help to ensure their mental health and wellbeing. • Students received individual timetables and curriculum resources during lockdown when needed. • Students offered access to Compass during lessons and unstructured times to support and facilitate appropriate peer-to-peer and peer-adult interactions, socially thinking and other supportive tactics used to support this. • Funding won to allow the installation of a sensory room in Compass in September 2021.
Social Interaction.	<ul style="list-style-type: none"> • Daily tutor time. 	<ul style="list-style-type: none"> • Small group social skills intervention and program. 	<ul style="list-style-type: none"> • Referrals to community groups and social inclusion schemes.

	<ul style="list-style-type: none"> • Wide variety of extra-curricular activities, through the MIXX curriculum enrichment program will be up and running again as soon as is possible. • Project and Adventure learning weeks. • Curriculum department, and extra-curricular trips, both domestic and abroad are encouraged and will be running again as soon as possible. • Work experience in year 10. • Sports day. • Year and house assemblies. • PACE strategies used school wide. • Celebration of achievement evening and Year 11 leavers ball. 	<ul style="list-style-type: none"> • Behaviour support interventions. • Restorative sessions. • Break and lunchtime supervision where appropriate, in the Compass centre if needed. • Support to access extra-curricular activities and trips if needed. 	<ul style="list-style-type: none"> • Individual adaptations to timetables and grouping within lessons, to allow for cooperative learning with others. • External support groups. • The TIS approach, used across the whole school with all staff having received whole school TIS training. • Whole school ASD training to ensure staff understand and can support students who may need support with social interactions. • Students offered access to Compass during unstructured times to support and facilitate appropriate peer-to-peer and peer-adult interactions, socially thinking and other supportive tactics used to support this. •
<p>Accessibility and safety of the positive physical environment.</p>	<ul style="list-style-type: none"> • GDPR policies in place. • School site risk assessments. • COVID-19 risk assessment for whole school. • In school risk assessments, including for all practical activities. • Fire safety evacuation plans. • Building management and in-house site manager. • School nurse drop in and referral system. 	<ul style="list-style-type: none"> • Management of medical needs: Epilepsy, diabetes, etc. Including liaison with medical professionals. 	<ul style="list-style-type: none"> • Liaison with external professionals. • Care plans written with medical professionals and parents/carers where needed. • Individual student's risk assessments, including behaviour management plans where appropriate, including for COVID-19 and remote learning and pastoral support where appropriate.

	<ul style="list-style-type: none">• Qualified teachers in all specialist subjects.• Medical First Aid team.• Safeguarding team.• Pastoral Care and Guidance support teams for each year group.• Anti-bullying policy.• Equality and Diversity policy.• SEND Policy, including this information report.• Use of Team Teach, with trained staff, when needed.• Displays celebrating success in classrooms and corridors.• Lift, maintained and accessible for all students who need to use it.• Site assessed by, and modified where needed, for visually impaired students in July 2020.• Structured rules for students moving around the building during transition times.• Duty staff.• Locked gate system, to incorporate separate staff, student and visitor entrances.• All staff received gender identify training from the intercom trust in July 2020.		
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<p>Transition: From KS2 to KS3, and from year to year.</p>	<ul style="list-style-type: none"> • Meetings with year 6 teachers and students within transition visits to feeder primary schools. • Year 6 induction days, including remotely via Zoom meetings where they have not been physically possible. • CGS managers for every year group. • Information and guidance for all students in year 9 with regards to options, and in relation to college preferences. • Year 10 virtual work experience where this proved impossible due to COVID-19. • Year 11 College taster days, College transition assemblies, visits and interviews. • Year 11 College applications completed during tutor time. 	<ul style="list-style-type: none"> • Extended transition for vulnerable students as identified by Primary School staff. • Extra transition visits for vulnerable year 11 students. • Individual support for vulnerable students from CGS managers, SENDCo or DSL. • Tailored information and guidance for vulnerable students. • Reviews with student and tutor, with APDR reviewed every semester with student and form tutor. • SENDCo semester review of all SEND students' progress. 	<ul style="list-style-type: none"> • Tailored transitions for vulnerable students as identified by Primary School staff. • Liaison with Primary SENDCo's regarding transition support, virtually where needed this academic year. • Fowey River Academy SENDCo attends all year 6 annual EHC plan review meetings when invited. • EHC plan annual review meetings. • College SENDCo's invited to attend year 11's annual EHC plan review meetings.
<p>Working in partnership with parents and carers.</p>	<ul style="list-style-type: none"> • Year 6 open day and evening. • Year 7 Parent information and settling in evening, with meet the tutor. • Year 9 Options evening. • Progress, behaviour for, and commitment to learning reports each semester. • Parents' evenings, where parent questionnaires are given out, year 	<ul style="list-style-type: none"> • Parental meetings with tutors, heads of year, CGS managers, SENDCo, Assistant heads, DSL, and head as appropriate. • Close working relationship between Attendance lead and local Education and Welfare officer. • Police Community support and Liaison officer involvement. 	<ul style="list-style-type: none"> • EHC plan annual review meetings. • Common Assessment framework referrals (CAF process). • Team around the Child (TAC) meetings. • Child in Need (CHIN) meetings. • Child Protection (CP) meetings. • Child in care (CIC) meetings, and designated teacher for children in care (DTCIC) in place.

	<p>11 invitation only parent evening in addition to an earlier year 11 parents evening for all.</p> <ul style="list-style-type: none"> • School website. • Firefly, and parent mail. • Celebration of achievement evening and year 11 ball. 	<ul style="list-style-type: none"> • Reviews with student and tutor, with APDR reviewed every semester with student and form tutor. 	<ul style="list-style-type: none"> • Regular contact with parents and carers as required. • Referrals to external partner agencies. • Email updates and communication with SENDCo, tutor, head of year and CGS managers. With meetings to be held between SENDCo, DSL and CGS managers when needed. • Signposting to the Care in Cornwall (Cornwall Family information service, SENDIASS team and other appropriate external agencies).
<p>Listening to and responding to our students.</p>	<ul style="list-style-type: none"> • Student voice via the student council, tutor captains, crew leaders, media, sports and competition captains. • Informal discussions where staff listen to student voice. • House and year assemblies. • Inter house competitions. • Sports day. • Students supported through the CGS system. • Firefly, ParentMail and Facebook to facilitate home-school communication. 	<ul style="list-style-type: none"> • Reviews with student and tutor, with APDR reviewed every semester with student and form tutor. • Use of positive behaviour reports if needed. • Year 11 progress monitoring and support with senior team where vulnerable students identified. 	<ul style="list-style-type: none"> • EHC annual review meeting, including 'All About Me' section completed by student, with help where appropriate. • Individual personalised timetables where appropriate.

Services and external organisation we work with:

Organisation	What they do.	Contact details.
Autism Spectrum Team	The Autism Spectrum Team is a service supporting young people with an ASD diagnosis, and their families. Their vision is to shape positive futures for these young people and to inspire, challenge and advise our partners to find shared solutions.	01872 323 210 admin.staustell3@cornwall.gov.uk
CAMHS	CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties up to the age of 18. CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few.	01872 221400 earlyhelphub@cornwall.gov.uk
Careers South West	Careers South West become involved with our students in year 11, they will generally attend their EHC plan review meeting at this stage. They outline and advise our students on the options available to them when they leave KS4 education, and help them start to take their next steps.	0800 97 55 111 contact@cswwgroup.co.uk

Cognition and Learning service	The Cognition and Learning service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with students who have Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties.	cognitionandlearning@cornwall.gov.uk
County Transport team	The County Transport team arrange home to school transport, and work in conjunction with us to produce an up to date risk assessment for each student who needs an individual travel plan.	0300 1234 100 schooltransport@cornwall.gov.uk
Early Help Hub	<p>The Early Help Hub team are a skilled group of professionals who identify the most appropriate Early Help service for a child or young person aged from pre-birth up to 18, or 25 where young people have special educational needs or a disability. It does this by:</p> <ul style="list-style-type: none"> • Receiving requests from parents and professionals • Ensuring that each request has appropriate consent • Assessing the needs on the request and matching it with the right support service. This sometimes involves contacting the parent or professional to gather further information • Allocating the request to the most appropriate community early help service • If an Early Help service cannot be identified, every effort is made to signpost to other sources of support. 	01872 322277 earlyhelphub@cornwall.gov.uk
Educational Psychologists	Educational Psychologists are specialists in learning, emotional well-being and child development. We work directly or indirectly with children and young people. We also provide advice to their parents and other adults who teach	01579 341132 tradedepservices@cornwall.gov.uk

	<p>and support them. In Cornwall, Educational Psychologists (EPs) work as part of the Children's Psychology Service. This is part of Children and Family Services.</p>	
<p>We also work with the following External Providers:</p> <ul style="list-style-type: none"> • Addaction: Support to make positive changes following drug and alcohol abuse. • CLEAR: Support for healthy relationships, and victims of domestic violence. • BROOK: Sexual health and advice services for young people under 25. • Dreadnought: Support for students with emotional well-being, and anger-management issues. • Head Start Kernow: Mentoring services for young people. • Hear Our Voice: Support for young people experiencing problems surrounding their mental health. • HUGS: Offer counselling and equine/animal therapy, using some of the rescued horses and ponies, to vulnerable adults, young people and to those suffering from poor mental health. • Kooth: Award winning online counselling for 11-25 year olds. • Penhaligon's Friends: Support for students who have suffered bereavement. • First Light: Students offered access to Compass during unstructured times to support and facilitate appropriate peer-to-peer and peer-adult interactions, socially thinking and other supportive tactics used to support this. 		<p>Please contact the school SENDCo, Miss Laura Davies, in the first instance should you require any advice or guidance regarding these external providers.</p> <p>01726 833 484</p>
<p>Hearing Support Service</p>	<p>The Hearing Support Team provides specialist support for infants, children and young people in Cornwall affected by educationally significant hearing loss. They provides families, schools and settings with advice on the educational management of hearing loss where this impacts significantly on the child or young person's education.</p> <p>Qualified Teachers of the Deaf visit children and young people at home or in their school / setting to</p>	<p>01726 61004</p> <p>hearing.support@cornwall.gov.uk</p>

	<ul style="list-style-type: none"> • undertake educational audiological assessments • observe and work with the individual • liaise with the parents and relevant staff in order to identify that individual's educational needs related to their hearing loss • provide advice or direct support as appropriate. 	
Speech and Language Therapy Service (S.A.L.T.)	<p>The Speech and Language Therapy service supports children and young people in Cornwall aged 0-19 years who have difficulty with:</p> <ul style="list-style-type: none"> • understanding what is said to them • expressing themselves • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). <p>SLTs aim to help to develop the skills of parents/carers and other people who support the child in their everyday environments. This ensures that therapy can be non-intrusive, practical and most effective for the child/young person.</p>	<p>01208 834488</p> <p>Referrals must be made through the Early Help Hub, earlyhelphub@cornwall.gov.uk</p>
Special Educational Needs and Disabilities Information Advice and Support service (SENDIASS)	<p>SENDIASS provide impartial information, advice, support and training for parents, carers, and young people (aged 0-25) with a special educational need or disability. They aim to empower the young person and all who work with them. The service is confidential, independent, impartial and free.</p>	<p>01736 751921</p>
SEND Assessment and Provision team	<p>The SEND Assessment and Provision team are responsible for:</p> <ul style="list-style-type: none"> • The Education, Health and Care (EHC) needs assessment processes. 	<p>01872 324242</p> <p>statutorysen@cornwall.gov.uk</p>

	<ul style="list-style-type: none"> • The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans. • The maintenance and review of existing Statements of SEN and EHC plans. • The team works with educational settings, families, a range of services and other Local Authorities to ensure the effective working of the statutory arrangements for children and young people with the most complex SEN. 	
Social care	Children's Social Workers practise across an extensive range of services to help and support young people and their families throughout the county. Contacts and referrals are made through the Early Help Hub and the Multi-Agency Referral Unit (MARU) for social care provision.	0300 1234 101 When Social Care offices are closed the emergency only helpline is 01208 251 300. earlyhelphub@cornwall.gov.uk
Vision Support Service	The Vision Support Service work with Children and young people (0-25 years) with a diagnosed visual impairment, their families, and their educational setting. They provide support, advice, equipment and training to ensure the barriers to the student's education, caused by their vision loss, are overcome.	vision.support@cornwall.gov.uk

For more information about these and other organisations of support in Cornwall please see the Care in Cornwall website, www.supportincornwall.org.uk

Answers to Frequently asked Questions:

How does Fowey River Academy know if children need extra help and what should I do if I think my child may have Special Educational Needs?

- We follow the guidelines as set out in the SEND code of Practise, 2014, including the graduated response, which includes the Assess, Plan, Do and Review process.
- KS2 assessments are forwards to us in the Autumn semester, these advise appropriate curriculum provisions, differentiations and personalised interventions where necessary.
- Further SEND information is transferred from the primary setting to our SENDCo, who uses it to place students on our Record of Need, write APDR, and inform our teachers accordingly.
- Opportunities for parents and carers to meet the SENDCo prior to induction, and the September start.
- SENDCo attends, when invited, all year 6 EHC plan review meetings.
- Parents or carers who feel their children may need specific support are advised to make contact with the SENDCo, who will then review their child's specific needs in conjunction with their tutor, head of year, CGS manager, and subject teachers. This could involve referrals to external support agencies, or a period of monitoring before a decision is made as to whether the student does have a special educational need or not.
- SEND initial referral forms will be completed at this stage by subject teachers, which the SENDCo will review.

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

- All teachers are responsible for the progress of their individual classes, and the students in them regardless of SEND or ability.
- Form tutors support the overall progress of their tutees, via the Assess, Plan, Do and Review process.
- The SENDCo is responsible for the overseeing of SEND provision, and having an overview of the progress for all SEND students.
- Assistant heads have the responsibility and overview of all students, including SEND students.

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

- KS2 data, plus SEND information will be used to guide appropriate placement across the curriculum, including further through the school where subjects are setted. Though it is important to note we do not set a ceiling point on our students' abilities, and like to set aspirational targets to motivate our students to achieve further.
- Depending on need, small group provision and interventions may be given to students to help develop literacy, numeracy, organisational and social skills. Specialised targeted interventions can be offered as the need arises.

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

- Communication with form tutor.
- Progress reports, including behaviour for and commitment to learning, sent home each semester.
- Homework is accessible via Firefly, parents and carers are informed if homework is not completed as student will receive an afterschool detention.
- Parents' evenings are organised throughout the year by year group, and at key points through the academic year including year 7 induction evening, year 9 options evening, year 11 parents evenings.
- You are able to contact the class teacher, CGS manager, head of year, tutor, or SENDCo for more information on your child's progress, or if you would like extra support.

What support is there for my child's overall well-being?

- Fowey River Academy ensures that 'All teachers are teachers of children with Special Educational Needs and Disabilities', we seek to adopt a positive and empathetic approach to learning where a child's well-being is considered, not just their academic progress.
- Our student support team includes heads of years, CGS managers, a designated safeguarding officer, attendance lead, SENDCo and SEND team, the Compass centre and its team, work closely with the Education and Welfare officer, Careers Southwest, and other external agencies where appropriate.
- We are a Trauma Informed School, and currently have five TIS trained practitioners working with our students on a one-to-one basis where needed.

- Parents and carers are encouraged to communicate with us any information they may think is relevant or useful, helping to build a bigger overall picture of our students and how we can help support them through any difficult times that may arise.
- PSHE is taught throughout the curriculum with an additional PSHE lesson once per week, as well as targeted in our Project and Adventure learning weeks.

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

- All of the points above work to keep children safe in school.
- All legal safeguarding requirements are fully in place, including our policies and procedures.
- All Health and Safety requirements are fully in place, including our policies and procedures.
- Home to school contact is made on days of absence.
- Designated safeguard lead, close liaison with our Education and Welfare officer, and a designated Attendance lead.

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

- Please see the list of the many different external providers that work with us to enhance our existing Compass and SEND team.

What SEND qualifications does your SENDCo have, and what SEND training do your staff have?

- The SENDCo, Miss Laura Davies, who has overall responsibility of SEND, holds a BSc(Hons), QTS status, and a PGCertificate in education, and the National Award for SEND co-ordination via the University of Wolverhampton. She has received training on sensory integration, and is a trained Autism Champion.
- Mat Executive (Secondary) SENDCo, Mrs Victoria Rolls, holds a BMus(Hons), QTS status, PGCertificate in education, National Award for SEND co-ordination and Certificate of Psychometric testing, Assessment and Access Arrangements.
- All staff at Fowey River Academy participate in annual training, including those training areas related to SEND. Already this year staff have received training on the graduated approach to SEND, and the Assess Plan Do Review process, ASD, and in 2020 Epilepsy awareness and Diabetes awareness.
- The SENDCo will now be responsible, working closely with her line manager, to audit the staff training need related to SEND and then arrange or deliver regular and appropriate updates, inset sessions, and bespoke training if a need arises. Lesson observations, learning walks, and book looks will all form part of the CPD process for the SEND department, with the effectiveness of these being reviewed annually.

How will my child be included in activities, including school trips, outside the classroom?

- As a school we aim to be inclusive, we aim to offer all opportunities to all children who attend our school.
- We provide adult support within our extra-curricular clubs, activities and trips, and can arrange individual plans if needed to ensure all our students are able to participate in activities where they wish to.

How accessible is the school environment?

- The buildings and grounds are fully accessible to all students, parents, carers and visitors. There is disabled access throughout the whole of the building, including ramps, disabled access toilets and showers (in the Sports centre), and lift access points.
- We adhere to DDA compliance policies, and annually review the accessibility plan, available via the school website.
- The school has recently been assessed by the Visual Impairment team, and modifications have been made where needed.

Who can I contact for further information?

- Please contact the SENDCo in the first instance, via any of the communication methods listed below. This includes if you feel the Local Offer is not meeting your child's needs, or being delivered.

How is the school's offer reviewed?

- The SEND information report, and our school offer, will be reviewed and adapted as required, and re-issued annually for the start of each new academic year.

If you have a specific question that has not been answered via the above please do contact us by using any of the methods below:

- 01726 833 484 : The receptionist will note down your enquiry and pass it to the SENDCo or any other relevant member of staff, or you can ask to speak to the SENDCo directly.

- You can email the SENDCo directly, ldavies@fracademy.org.uk , and the executive SENDCo directly, vrolls@fracademy.org .