

SEND Information Report 2025-2026

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential. This should enable them to:

- *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' (Special Educational Needs and Disability Code of Practice: 0 to 25 years. January 2015)*

Callington Community College is a mainstream 11–18, fully comprehensive college committed to an inclusive ethos. All staff at Callington Community College value the abilities and achievements of all our students. We believe that all children should be valued as individuals and we are committed to providing each student the best possible environment for learning which includes additional support when needed. At Callington Community College, educational inclusion is about equal opportunities for all learners.

At Callington Community College we:

- Recognise the need for special educational needs to be identified and assessed.
- Ensure that students learn and interact in a caring, happy, safe and secure environment.
- Listen to, and involve students, family/carers and other professionals in decision making.
- Challenge students to become as independent as possible and achieve their full potential whatever their ability.
- Provide maximum opportunity for continued growth and development in order to increase self-esteem.
- Value the importance of friendships and encourage respectful, trusting relationships throughout the College.
- Treat students as individuals where their individual needs, interests and aptitude are recognised.

We recognise that high quality teaching, adapted for individual students, is the first step in responding to students who have or may have Special Educational Needs and Disabilities (SEND). However, we recognise that at some point some students may require additional assessment and intervention.

This SEND Information Report outlines the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential both academically and personally, and to be equipped for their future lives. Provision may change and develop over time.

Underpinning ALL our provision in school is the **graduated approach**.

The Graduated Response ensures that colleges:

- Take immediate action when a pupil is identified as having Special Educational Needs (SEN).
- Informs the pupil's family as soon as the pupil's SEN is identified.
- Works in partnership with the pupil, their parents and carers, including them in decision making.
- Removes all barriers to learning by putting effective support for the pupil in place.
- Reviews the support put in place for children and young people with SEN at least termly.
- Involves the child or young person, their parents and carers in reviews.
- Gains advice from specialist professionals if necessary.
- Uses Individual Learning Plan (ILPs) cycles to inform changes to a child or young person's SEN support. **The**

following questions are addressed in this report:

1. What kind of special educational needs and disabilities are provided for at Callington Community College? How does our College know/identify that children have special educational needs or disabilities?
2. How will our College include parents and students in planning support?
3. How do we prepare our College to welcome and support SEND students and how do we arrange and support a transfer to another College/educational establishment?
4. How does our College teach and support students with SEND?
5. What expertise does our College and our staff have in relation to SEND? How do we evaluate the effectiveness of our SEND provision?
6. What access do our SEND students have to those facilities and extra-curricular activities available to all young people? 7. How will we support every child's wellbeing?
8. Who can you contact should you have any concerns or a complaint about the provision for your child with SEND?

1. What kind of special educational needs and disabilities are provided for at Callington Community College?

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age (*Special Educational Needs and Disability Code of Practice: 0 to 25 years. January 2015*).

There are four areas of need set out in the SEND Code of Practice (2015). At Callington Community College we have provision and experience for each of them:

Communication and Interaction;

- o Speech, language and communication needs
- o Young people with Autistic Spectrum Disorder (ASD)/Autistic Spectrum Condition (ASC)

Cognition and Learning;

- o Specific Learning Difficulties e.g. dyslexia, dyscalculia and dyspraxia
- o Moderate learning difficulties
- o Severe difficulties
- o Profound and multiple difficulties where children will have complex learning difficulties

Social, Emotional and Mental Health;

- o Anxiety Disorder
- o Mental Health issues
- o Attachment Disorder
- o ADHD/ADD (Attention Deficit Hyperactive)

Sensory and Physical;

- o Visual Impairment
- o Hearing Impairment
- o Physical Disability
- o Also sensory relating to clothing, touch, sound and smells

2. How does our College know/identify that children have special educational needs or disabilities?

Information regarding students with SEND is gathered through close liaison with parent/carers, all feeder Primary schools, visits by the Head of Year 7, the SENDCo, or another member of the transition team before they arrive in Year 7. Individual Learning Plans (ILPs) are developed throughout the transition process in collaboration with the Primary School, ensuring efficient transfer of information.

Assessing students

All students are assessed on entry using the NGRT Reading Test.

The college works with parents/carers to track changes through the 'Assess, Plan, Do, Review' (APDR) process. Whole College student progress is monitored in line with our assessment and recording criteria. Students who receive additional college based support are placed on our SEND Register, which is accessible to all staff. It is a 'live' document which is updated regularly to ensure the information is relevant and up to date. Identification of difficulties and strategies to support individual students, as well as strengths are recorded on student ILPs. This information is discussed and reviewed with parents, carers and students.

Staff raise concerns regarding any potential SEND issues via an online form that is then investigated by the SEND team. Staff can also raise concerns with their line managers, the Heads of Year and the SENDCo; this ensures that students with an emerging need are identified and supported quickly.

3. How will our College include parents and students in planning support?

We take pride in the good relationships we build with our parents/carers and students. We strive to work collaboratively with them in order to carry out a holistic approach to supporting students identified with SEND. Parents/carers of students with SEND will be invited to regular meetings with College staff to discuss their child's Individual Learning Plan. However, parents/carers are welcome to request a discussion with College staff at any time, including the SENDCo, if they have a concern. Discussion with parents/carers is always welcome and information shared helps inform our support.

We encourage parents and carers to support the college and their child by encouraging them to fully engage in their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books).
- Full attendance and good punctuality.
- Checking and completing work set on Show My Homework.
- Attending parents' meetings.
- Attending any meetings specifically arranged for your child.

4. How do we prepare our College to welcome and support SEND students and how do we arrange and support a transfer to another College/educational establishment?

Callington Community College staff understand that transition between Colleges and other establishments is sometimes a challenging time for parents/carers and students; especially for students with SEND. For students joining us in Year 7, various members of staff visit or make individual contact with all feeder primary schools. The Head of Year 7 or a member of the transition team meets with all students and their Year 6 teachers to gain as much information as possible about the students. For students with SEND, the SEND team liaises with the SENDCos from the primary schools, who pass on all relevant information, including SEND files.

Parents/carers of students with SEND in primary schools whose child may be coming to Callington Community College are always welcome to contact the SENDCo who will discuss your child and their provision. Alongside the transition programme that we offer where all students join us for two days whilst still in year 6, we also organise bespoke transition visits by liaising with the Primary

Schools; this is to ensure that we do our best to make the transition as smooth and successful as possible.

For students with EHC Plans, the SENDCo will attend Year 5 and 6 transition review meetings if invited, to begin to understand the needs of these students and to plan for their transition to Callington Community College.

All students with an EHC Plan and those students identified by their primary school as needing additional support, are welcome to attend extra transition visits. Additional transition visits and taster lessons are also arranged in Year 6, as necessary, to help reassure anxious students and help us further with identifying needs. All Year 6 students who will be attending Callington Community College are invited for transition events at the end of the summer term, when they spend the day in their new tutor group and take part in activities to help them adjust to life at Callington Community College.

The College creates its tutor groups for Year 7 with great care and the Head of Year 7 together with other staff places students with SEND in tutor groups in conjunction with the SENDCo, using all the information they have available.

All students in Key Stage 4 follow a comprehensive programme of careers guidance and have a minimum of one interview with a Careers adviser in College. All students with an EHC Plan will have access to our Careers South West Co-Ordinator from Year 10 onwards. Following the Year 11 Reviews many of our students choose to stay at our 6th Form, if an alternative establishment is preferred students can be supported in attending further taster days at our local further education colleges in order to help facilitate a smooth transition. There are close links between the college and our local further education colleges who ask us for detailed transition information.

In Year 12 and 13 students receive support with applications to UCAS and other placements. Careers interviews are offered to those who need them. Support to help with interview techniques and presentation is given. The college also help to support the attendance at open days of higher educational establishments through the 16-19 Bursary (where there is hardship). Contact Associates, an organisation that helps with the application for Disability Living Allowance, meet with 6th form students to discuss possible financial support where any SEND/Medical support may be required for access to higher education.

5. How does our College teach and support students with SEND?

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

We are a fully inclusive College and we offer a broad curriculum for all our students. Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs through the ILPs that are easily accessible, teachers will make adaptations in their lessons in line with the ILPs. This may involve using different strategies and more practical adaptations of resources and activities. We have a range of staff to support students and address any additional needs they may have, including students with SEND. This includes the SENDCo, Deputy SENDCo, Assistant SENDCo and Teaching Assistants (TAs). Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their Plan.

Support at Callington Community College includes:

- In-class support from a TA
- Additional support for English and Mathematics led by trained staff (Catch up programmes)
- ASD Champion who leads Communication and Interaction interventions and whose expertise is invaluable for students with a diagnosis or traits of Autism and support for all teachers
- Specialist ICT equipment
- Sensory resources are used by some students as recommended by Primary provision or Occupational Therapy/EP reports
- Access to Emotional Logic practitioners
- Referrals to external agencies within the local area and at Cornwall Council

In Year 9 we provide advice and guidance for all students with SEND with their chosen KEY STAGE 4 Pathway and Options. At Key Stage 4 there is a broad and balanced curriculum with both academic and vocational courses available. When your child is approaching the end of Year 9, the requirement for Examination Access Arrangements is considered. This is led by the SEND team and includes looking at the level of support that is the students normal way of working. We will assess and apply for Examination Access Arrangement, according to the Joint Council for Qualification (JCQ) exam regulations. If they meet the criteria, they may be permitted a reader (or computer reader), scribe, rest breaks, prompt, additional time, the use of a word processor or coloured examination papers. Students with a sensory or physical need may also access other arrangements as stated in the JCQ regulations.

All interventions will follow a monitoring cycle involving assess-plan-do-review. Where an intervention with a student is not found to be effective, the College will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the College continually strives to improve their intervention programme.

During Year 10 support is given to our more vulnerable students and those on EHC Plans towards finding enjoyable and rewarding work experience placements. These have included animal management, childcare, retail, hair and beauty, construction and the

catering industry.

In Year 11 our more vulnerable students and those with EHC Plans are supported and guided in their preparation for Post 16 education. We have regular contact with local Post 16 providers to ensure that students with SEND access appropriate courses on leaving Callington Community College.

6. What expertise does our College and our staff have in relation to SEND?

All teachers are responsible for the progress of all students within their care. Through setting, the use of adapted resources and applying a variety of strategies, all staff work hard to support and include all students in their learning.

Training of staff

We pride ourselves in ensuring all members of staff have access to regular training. There are regular whole College updates on specific areas of SEND led by the SENCo and other members of staff. When necessary, we request the support of external expertise to support the delivery of high quality teaching and learning and to support the delivery of support for our SEND students.

Members of the safeguarding team attend regular training on child protection; mental health and multi-agency working, both in house and externally, in the 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Physical and Medical

The SENDCo provides expert advice and support for staff on a day-to-day basis.

SEND Department

Our SEND department is made up of an experienced team, led by the SENDCo, Deputy SENDCo, Assistant SENDCo, Interventions Manager and Administrator. All members of the department regularly access continued professional development and this has more recently included: Safeguarding, ASD, Dyslexia, Vision Support Training and Awareness and Effective Deployment of TAs.

Name and Contact of the SENDCo

Nick Griffiths; SENDCo Qualifications: BSc (Hons); PGCE; SENQUAL

Contact: send@callingtoncc.net

Working with outside agencies

Where a student with SEND is not making expected progress and Callington Community College feels that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for assessment, support or advice. The college will then implement any recommendations arising from the assessment to ensure students are appropriately supported.

The College works closely with the Early Help Hub and uses the TAC process when appropriate to do so. A wide range of support services are available to visit and/or offer expert advice, including:

- Local Authority Advisory teachers for Cognition and Learning, Communication and Interaction, Hearing impairment, Visual **Impairment** and for students with physical difficulties
- Education Health and Social Care
- Speech and Language therapist
- Physiotherapists and Occupational therapist
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care
- Targeted Support Team
- Youth Support Service
- College Nurse
- Tic Tac
- Autism Team (AST)

If you believe your child needs support from a specialist, please contact the SENDCo, Head of Year or discuss at the next review/Parents' Evening.

7. How do we evaluate the effectiveness of our SEND provision?

Student progress is regularly monitored and reviewed both as a whole College using National Levels and within the SEND/Pastoral

Support team. All students, including those with SEND, are assessed on a regular basis, in accordance with the College's Assessment procedures. Teachers formally assess and review progress and attainment twice a year which is communicated to parents/carers via a student progress review which is sent home. Additionally, Parents' Evenings are held annually, where there is an opportunity to discuss progress, attainment and next steps. At the start of any intervention student baseline data is gathered and recorded using standardised scores. The impact of each intervention is at regular intervals. If students are not making good progress in relation to their ability, support is provided by teachers and tutors.

Students with an EHC Plan have a minimum of one annual review of the plan each year. Parents or Carers plus the young person are invited to attend these meetings. If appropriate, the following professionals may also attend:

- Lead Health Professional
- Educational Psychologist
- Social Worker
- Youth Support Worker
- CAMHs
- Representative from post 16 provider
- Allocated support staff

We welcome the involvement of parents and carers and want to keep you up-to-date and involved with your child's progress. We do this through Parents' Evenings, email, telephone calls, appointments made with individual teachers and Annual Reviews.

8. What access do our SEND students have to those facilities and extra-curricular activities available to all young people? Callington Community College is fully inclusive and all children are actively encouraged to participate in our large range of extra curricular activities. Some students benefit from the support from emotionally available adults in the Learning Support Hub during breaks. There is full access to all areas of the College for students with a physical disability, including wheelchair users. A lift allows access to the upper floor in the main Admin building and in the Green Tower from the Humanities rooms to Design Technology and B block. There are 5 disabled toilets. There is also a platform lift in C block **and a stair lift in the Music block**. There is disabled access at the front of the college into the Admin Block.

The SEND Department is located centrally in the C corridor and the SEND team offers support in room The Hub at both break times. Students with SEND are encouraged to attend extra-curricular activities. Day and residential trips are open to all students.

9. How will we support every child's wellbeing ?

At Callington Community College we take our pastoral responsibilities seriously and we take pride in the high level of student

support and guidance which we provide. All students are assigned to a form tutor who will (in most cases) remain with them as they progress through the College. In the 6th form students will have a specialist 6th form tutor. All students meet their tutors every morning at the start of the college day. There are additional members of staff who are also able to provide pastoral support, these include: Heads of Year, Designated Safeguarding Lead, Pastoral Leads, the SENDCo and Teaching Assistants. We also have external support from many external agencies. The safeguarding of students is a priority at Callington Community College and there is regular communication between the Designated Safeguarding Lead (Gemma Parker) and the SEND team. For a small number of students who struggle with their emotional awareness and social skills, we arrange interventions which are designed to improve self-confidence and self-esteem.

Anti-bullying

Callington Community College is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within the College community. Emphasis is placed upon the development of a College culture and expectation that bullying is unacceptable, challenged and resolved. PSHE lessons and assemblies have been used to highlight different types of bullying. The assemblies have been run by Heads of Year and outside providers. For students who struggle with keeping themselves safe online, our pastoral team can provide additional support and guidance together with their parents. For more information about how our College responds to bullying incidents, please refer to our Anti bullying Policy on our website, in the policies section.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Child Protection and Safeguarding Policy
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- SEND Code of Practice 2015

Who can you contact should you have any concerns or a complaint about the provision for your child with SEND? In the first instance contact your child's tutor who may refer your concerns to a more senior member of staff if needed. All are available by: Telephone: 01579 383292. Alternatively, please contact the SEND team by emailing: send@callingtoncc.net The College's formal complaints procedure is also available on the College's website at www.callingtoncc.net Students with SEND are

encouraged to express any concerns they may have to the SENDCo, Deputy SENDCo, Assistant SENDCo, Interventions Manager, Teaching Assistants, their Tutor, their The Head of Year, or any other member of staff with whom they feel comfortable to talk about their concerns.

Where can you get further information?

Contact the College on 01579 383292

Look at the Cornwall Local Authority's Local offer at:

[SEND Local Offer | Care and Support in Cornwall](#)