Richard Lander School

Special Educational Needs and Disabilities Information Report / School Offer

September 2026

Policy Effective From: September 2026
Responsibility: SENDCO
Review: Reviewed and monitored by: Head/Assistant Head/Deputy Head/Attendance and Welfare Liaison Officer/ Governing Body
Review Date: September 2027

This **SEN Information Report** complies with Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability regulations 2014 and the SEND Code of Practice January 2015.

Richard Lander School recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using the school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational provision for one and all, we will strive to ensure that disabled students, parents / carers and visitors enjoy equality of opportunity within not only the physical environment of the School but within the curriculum, written information and associated opportunities.

This SEND information report is co-produced by the SENDCo, Headteacher, Senior Leadership Team and Governors and incorporates our '**School Offer**' which lays out the provision available for students with Special Educational Needs & Disabilities at Richard Lander School. This report is updated annually and as required.

Please view this report in conjunction with our SEND page of our School website: https://www.richardlander.co.uk/personalised-curriculum/special-needs-education/ where you can access a range of associated documents, links and relevant policies.

The name of the Special Educational Needs & Disabilities Co-ordinator for Richard Lander School is; Miss V Whitlock she can be contacted on 01872 273 750 or **vwhitlock@richardlander.cornwall.sch.uk.**

The levels of support and provision offered by Richard Lander School: September 2026

Our School Offer: September 2026	**Whole School Approaches. The Universal offer to all our children / young people.**	**Additional Targeted support and provision offer.**	**Specialist Individualised support and provision offer.**
1: The Curriculum.	• A broad and balanced curriculum is offered to all students. • Inclusive and differentiated teaching strategies. • Specialist teaching staff. • Streamlined options route tailored to students' ability and needs. • Homework Club.	• Tailored timetables and curriculum provisions which can include small group work /specialised interventions such as: literacy, numeracy, handwriting, social skills, life skills, 'TIS', Physiotherapy, Exam Access Arrangements, Dyslexia support and resources, individual behaviour management plans, manual handling plans, intimate care plans. • Access to the LRSC (Learning resources Support Centre) • Time out cards. • The Graduated approach: Assess, Plan, Do Review.	• Personalised timetables as appropriate, including a range of activities additional to the Whole School offer. • Access to additional / alternative qualifications such as: ASDAN, Entry Level Functional Skills, other accredited qualifications as appropriate. • Alternative provision options at CHES, local Short Stay School providers / external provisions as appropriate. • 1-1 TA support as appropriate.
2: Teaching and Learning.	• Dyslexia Friendly School status. • Use of ICT across the curriculum.	• Individual Learning Passports.	• Small group provision, where appropriate.

	• Differentiated tasks matched to ability. • Termly progress reports and wider assessments such as BFL's (Behaviour for Learning measures) • Praise and Reward systems embedded across school. • Clear and consistent behaviour policy embedded across school. • Variety of individual paired and group tasks. • Whole staff SEND training and information sharing. • SEND representatives in all departments. • Regular SEND updates for teaching staff regarding individual students. • National and international education visits, including trips to Uganda, Thailand, France, Spain, Italy, Iceland, Germany and areas within the UK.	• VI and HI strategies embedded across curriculum. • ASD friendly strategies embedded across the curriculum. • Autism Champion within School. • Coloured overlays, where appropriate. • Individual ICT options encouraged, e.g. coloured screen changer, where appropriate. • Laptops and specialist ICT programmes for student use, where appropriate. • Strategies for specific needs distributed. • Seating Plans. • TA support across lessons, where appropriate. • Regular record keeping, tracking and assessment. • Exam Access Arrangements. • Small group teaching / Focus Group. • The Graduated approach: Assess, Plan, Do Review.	• Learning resource support centre (LRSC) including our Nurture provision. • 1:1 TA support, where appropriate. • Class teacher / tutor / TA attendance at EHCP Annual Reviews to inform planning where appropriate. • Additional support for PP students. • Specialist resources and equipment. • Outreach support and advice from Special Schools if required. • ARB County Moderation. • Partner ARB and Special School students work moderation. • Support from partner / external agencies. (see page 7, 8 & 9)

3: Self-Help skills and independence.	• Personal Social Health Education (PSHE) standalone curriculum / embedded across all curriculum areas of school. • Student Leaders / Subject leaders / Lead Learners scheme. • Focus on independent learning skills. Variety of independent and group tasks. • Regular marking and feedback to inform next steps. • Access to the LRSC (Learning resources support centre) for private study and Homework completion. • Independent home study / Satchel One. • Wide variety of extra-curricular activities. • School nurse drop in and referral system. • Targeted Youth Worker 2 weekly drop in and referral system. • Student leaders / buddy system. • Vertical and Yr. 11 tutor programme.	• Small group interventions with clear success criteria. As listed in section1. • Student Support pastoral support team. • Positive behaviour support plans which can include time out cards, time in the Nurture provision, and adapted curriculum as appropriate. • Specific programmes to develop students' confidence, attitudes to learning, discrete groups. • Differentiated tasks. • Careers/Post 16 - school targeted support for specific students.	• Practical assistance for physically impaired / disabled students. • Supported access to extra-curricular activities, where appropriate. • Break and lunchtime supervision, where appropriate. • Individualised rewards / incentives scheme. • Referrals to and liaison with external agencies / community groups and social inclusion schemes.

	• School Accessibility plan. • Work experience / Careers programme. • DDA compliance policies in place.		
4: Health, wellbeing and emotional support.	• Student Support pastoral support team. • Pastoral managers for each year group. • Dedicated Safeguarding officer. • Personal Social Health Education (PHSE) curriculum. • Vertical tutor group system, peer mentors. • Praise and reward system. • Head Boy / Head Girl / Student leaders' scheme / School Council. • Wide variety of extra-curricular activities. • Focus on in school rewards. • Assemblies. • Inter Community Sports / Sports Day. • Emotional Resilience and Wellbeing Mentor. • School nurse drop in and referral system. • Healthy School's status • Weekly student led respect group.	• In School Emotional resilience and wellbeing mentor. • In School Pupil Premium, Effective Learning mentor. • TA support / Key adult meetings where appropriate. • Learning Passports where appropriate. • Positive behaviour plans including time out cards, time in our nurture area, adapted timetables. • Access to the LRSC for nurture and specialised interventions. • Targeted in school support for careers and Post 16 provision. • Referrals and signposting to partner agencies (see page 7, 8 & 9)	• Student access to meet with key worker as required. • Students are supported in person centred planning with specific targets and measurable outcomes. • Common Assessment framework referrals (CAF process) • Team around the Child (TAC) meetings. • Child in Need (CHIN) meetings. • Child Protection meetings (CP) • Annual Review / EHCP meetings. • Regular contact with parents and carers as required. • Referrals to external partner agencies such as CAMHS and Educational Psychologists etc. (See page 7, 8 & 9 for full details.)

	• School medical officer and First Aid team. • Range of School policies as appropriate (please see policies section on School website)		
5: Social Interaction opportunities.	• Daily tutor time. • Wide variety of weekly extra- curricular activities. • Curriculum Enrichment Week. • Curriculum department trips, home and abroad. • Vertical tutor groups. • Work Experience. • Inter community sports / Sports day. • Assemblies. • School Production: Involving students across all Key Stages / ability ranges. • Cathedral Carol Service. • Celebration of Achievement evening. • Sports presentation evening. • Community Sports competitions. • Young enterprise. • Year 11 entertainment. • Summer Fun in the Sun. • Year 10 Work Experience.	• Small group social skills programme. • Behaviour support interventions. • Supervised break and lunch times as appropriate. • Supervised small group activities within tutor time as appropriate. • 1-1 support at break and lunchtime as required, including access to extra-curricular activities and trips. • LRSC including our nurture provision. • Parent Carers Cornwall signposting.	• Referrals to community groups and social inclusion schemes. • Individual adaptations to timetables to allow for integrated working with others. • Referrals to external support groups, e.g. Dreadnought, The Wave Project, BF Adventure, RSPCA etc. • The 'TIS' approach within the 'Headstart' model. • 1-1 break and lunchtime support as required, including access to extra- curricular activities and trips. • LRSC including our nurture provision.

	• Year 11 Leavers' Ball.		
6: The physical environment. • **Accessibility** • **Safety** • **Positive learning environment**	• DDA compliance policies in place. • School site risk assessments. • In school risk assessments reviewed annually with external H&S adviser. • Trained outdoor education officer with oversight of risk assessments for all trips and visits. • Building management via Interserve / In house site manager. • School nurse drop in and referral system. • Qualified teachers in all specialist subjects. • Medical / First Aid Team. • Safeguarding Team. • Student Support Pastoral Team. • Anti-Bullying policy. • Single equality scheme in place. • Equality and Diversity Policy. • Accessibility audit tool and School Accessibility Plan. • SEND Policy. • ARB Safety Plan. • Intimate care & safe touch policy.	• Skilled management of medical needs and regularly updated training: Epilepsy, Diabetes, allergies etc. • Liaison with medical professionals. • Fire safety PEEPS (Personal Education Evacuation Plans) both for ARB and individual students as required. • Regular meetings with SENDCo and Medical officer, Safeguarding team, Student Support and Heads of Community. • Team around the child professionals' meetings. • Reasonable adjustments made as required. • The Graduated Approach: Assess, Plan, Do Review.	• Specialist mobility equipment /regular training. • Liaison with external professionals e.g. the equipment loan store. • Care plans jointly written with medical professionals and parents / carers. • 1:1 TA support as required. • TA support where relevant for access to disabled facilities, physiotherapy and intimate personal care. • Individual student's Risk Assessments. • Individual Intimate care plans, Manual handling plans, behaviour management plans.

	• Use of restrictive physical intervention methods policy. • Staff training in: Team Teach, Manual Handling, Hygiene and Infection Control, Epilepsy and Diabetes awareness. • Displays and success images in classrooms and corridors. • Lift maintained and accessible with student pass. • Structured rules for moving around the building. • Duty staff. • Separate staff and student entrances and exits.		
7: Transition from year to year / setting to setting.	• Meeting with year 6 teachers / parents and students within transition visits to feeder primary schools. • Year 6 transition programme. • Year 6 induction days. • Heads of Community for all 4 pastoral communities. • Pastoral Manager for all year groups. • IAG (Information Advice and Guidance) for all students in year 9 with	• Enhanced transition for vulnerable/SEN students as identified by primary school staff. • Enhanced transition for vulnerable year 11 students as identified in house. • External individual support available for vulnerable year 11's. • Tailored in house IAG for vulnerable students. • Liaison with Truro College, Cornwall	• Tailored transition package for vulnerable year 6 and year 11 students. • Liaison with feeder SENDCo, year 6 teacher, parents and carers regarding transition support. • RLS SENDCo requests to attend all year 6 EHCP annual reviews. • Links with local further education providers, who also attend all EHCP Annual Reviews of year 11 students to aid transition.

	regards to options / KS4 in relation to College preference. • Year 10 College taster days. • Year 10 Work Experience. • Year 11 College transition assemblies / visits / interviews. • Year 11 College applications completed through PHSE curriculum.	College, Duchy College and external agency support regarding appropriate vocational courses / provision. • Learning Passport reviews throughout the year. • SENDCo termly review of all SEND students' progress. • Enhanced work experience package.	• External agency support involved in transition of students on EHC Plans from year 11 onwards. • Enhanced / extra college transition visits for year 11 vulnerable students and those on EHC Plans.
8: Partnership with parents and carers.	• Year 5/6 Open Evening. • Year 7 Parent information Evening. • Year 7 meet the tutor evening. • Year 7 English and maths information evening. • Year 10 English and maths information evening. • Termly progress and behaviour for learning reports to parents. • Parents' Evenings. • SENDCo available at all above events. • Parent questionnaire given out at parents' evening. • Regular school bulletin. • School Website.	• Parental meetings with, Assistant Head Teachers, Head of Communities and Pastoral support managers as appropriate. • Parental Meetings with SEND team as appropriate. • Parental meetings with Tutor on request. • SEND transition information to year 6 Parents / Carers. • In-house and external Educational Welfare Officer Involvement. • Safeguarding officer liaison.	• EHCP Annual Reviews. • Common Assessment framework referrals (CAF process) • Team around the Child (TAC) meetings. • Child in Need (CHIN) meetings. • Child Protection meetings (CP) • Children in Care reviews (CIC) • Email updates and communication with SENDCo / Tutor / Head of Community / Pastoral Manager. • SEND Parental questionnaire / Coffee Mornings (ARB). • Parent SEND cafes. • ARB fundraiser events. • Signposting to the Care in Cornwall (Cornwall Family Information Service) website / SENDIASS team and other appropriate external agencies.

	• SIMS In-Touch communication via email / text message. • Sports Day. • Sports presentation evening. • Celebration of Achievement. • School Production. • Cathedral Carol Service.	• Police Liaison Officer Involvement. • Learning Passport review meetings with Parent / Carer, SENDCO and key worker. • SEND parent cafes.	
9: Listening to and responding to children and young people.	• Student voice via School council, Student leader Scheme. • Tutor programme, including buddy system. • Informal discussions. • Assemblies • Inter community competition. • Student Support • Year 11 progress monitoring with RSL and senior team (Raising Standards Leader) • Student led respect group.	• Learning Passport review meetings. • Graduated Approach: Assess, Plan, Do, Review meetings. • Home School Books as appropriate. • SEND Student questionnaire • SEND Parental questionnaire. • LRSC nurture provision. • Student leaders. • Curriculum leaders. • Signposting to the Parent Carer Neurodiversity Hub.	• EHCP review process including 'All About Me' and parental contribution documentation. • Individual timetables and bespoke curriculum models. • Alternative communication methods. • Makaton / BSL / Pecs and signing (ARB).

Services and external organisations we work with:

Organisation	What they do in brief	Contact details
Autism Spectrum Team	The Autism Spectrum Team is a service supporting young people with autism.	01872 323022

Autism Spectrum Assessment Team	The ASDAT is a purely diagnostic service providing the assessment for possible ASD. The team consists of Consultant Psychiatrist, Clinical Psychologist, Speech and Language Therapist and Occupational Therapist.	01872 221400
CAMHS	Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18. The different teams offer consultation and evidence-based interventions based on the level of mental health need that children and young people present with. This also depends on the children, young people, and their carers readiness to engage with what our teams can offer.	https://www.cornwallft.nhs.uk/camhs/
CSW	CSW become involved with your child at their Year 11 EHCP Transition Review. CSW begins to outline to parents/carers and young people the options available to them when they leave KS4 education.	0800 9755 111 contact@cswgroup.co.uk
Cognition and Learning Service	The 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 Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome).	cognitionandlearning@cornwall.gov.uk 01872 324140
Cornwall Dyslexia Association	Support the needs of dyslexic children and young people	01872 222 911
County Transport Team	Arrange home/school transport. Work in conjunction with the school to produce an up to date risk assessment of each child to inform travel plan.	0300 1234 100

External Providers: **BF Adventure**: Developing students' confidence, self-esteem independence. **CLEAR:** Specialised service to help Children and Young People who had experienced or witnessed abusive relationships. **Dreadnought:** Support for students with emotional well-being, anger management issues. **Jigsaw:** A programme that aims to help children, young people, parents and carers who have alleged sexual abuse. **Kooth:** Award winning online counselling for 11-25 year olds. **Penhaligon's Friends:** Support for students who have suffered bereavement. **Parent Carers Cornwall:** **White Gold:** Mentoring service helping young people back into education, training and mainstream society. **CHES:** **RSPCA:**		Please contact the school SENDCo: Miss V Whitlock in first instance should you require any advice or guidance regarding these external providers. 01872 273 750
Early Help Hub	A skilled team of professionals from Cornwall's Integrated Health and Children's Services. They process referrals and gather further relevant information from Cornwall Partnership NHS Foundation Trust, Education and Council records. The Hub works in partnership with: Family Information Service (FIS), Cornwall Partnership NHS Foundation Trust (CFT) Care Management Centre (CMC), and the Multi Agency Referral Unit (MARU), to ensure that the right support, information and guidance is offered The parent and professional are both informed of the outcome	01872 322277 **earlyhelphub@cornwall.gov.uk** **https://www.cornwall.gov.uk/media/14880860/early-help-hub-leaflet.pdf**
Educational Psychologists	Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them.	01579 341132 educationalpsychology@cornwall.gov.uk
HSS **Hearing Support Service**	The teacher for hearing impaired pupil's work on a needs based service. They undertake hearing	01872 324140 sensorysupportservice@cornwall.gov.uk

	tests each term and recommendations are made which outlines appropriate strategies to be used within the classroom.	
MARRS		
MARU		0300 123 1116
Physical and Medical Needs Advisory Service	work to ensure all students with physical disabilities and medical needs can access the school curriculum.	physicalandmedicalneeds@cornwall.gov.uk 01872 324140
S.A.L.T **Speech and Language Therapy Service**	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	01872 324140 cst@cornwall.gov.uk
SENDIASS Special Educational Needs and Disabilities Information Advice & Support Service	Information, advice, support and training for young people and parents / carers of children with SEND (0-25). The service is confidential, independent, impartial and free.	01326 331633 https://cornwallsendiass.org.uk/
SEND Assessment and Provision Team Cornwall Council	The admissions process for an Area Resource Base (ARB) is via an education, health and care (EHC) statutory assessment or through the information and evidence gathered at an annual review meeting. The decision about allocation of these places is the responsibility of the Special Educational Needs Resource Panel (SERP).	01872 324242
Social Care	Children's Social Workers practice across an extensive range of services to help and support children, young people and their families throughout the county. In each area of Cornwall there are the Early Help and Protection Services which include • 2 Early Help Locality Teams	Truro Children's Social Care office: 0300 1234 131 When Social Care offices are closed you can call 01208 251 300 (for emergencies only)

	• 3 Children in Need Teams • 2 Child Protection Teams • 1 Child in Care Team Contacts and Referrals are made through the Early Help Hub and our Multi-Agency Referral Unit (MARU) for social care provision.	
Statutory SEND Service	• They make statutory arrangements for children and young people with the most complex SEND. • They also deal with school admissions for children with an Education, Health and Care (EHC) Plan.	statutorysen@cornwall.gov.uk 01872 324242
VSS **Vision Support Service**	The Vision support service works with children and young people (0-25 years) with a diagnosed visual impairment in their homes, early year's settings and schools to enable them to overcome barriers to their education caused by their vision loss.	sensorysupportservice@cornwall.gov.uk 01872 324140

For more information about these and other organisations of support in Cornwall follow this link to the Care and support in Cornwall website (previously the Family Information Service, FIS) to view the SEND Local Offer: www.supportincornwall.org.uk

Answers to Frequently asked Questions:

1. **How does your school 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 Practice, which recommends a graduated approach with a system of Assess, Plan, Do and Review.
    - KS2 assessments forwarded to RLS in the summer term of year 6. This will advise appropriate curriculum provisions and setting arrangements where necessary.

- Further information on SEND is transferred to the SENDCo during the induction visits in the spring and summer terms of year 6.
- Opportunities for parents and carers to make appointments with SENDCo prior to induction.
- SENDCo attendance at all EHCP Annual Review transfer meetings in the year 6 summer term.
- Parents who feel their children may need specific support beyond this are advised to make contact with the SENDCo, please visit our website for more details.
- SEND initial concern form, completed by teachers and sent to SENDCo to review.

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

- All teachers are responsible for the progress of their individual classes.
- Form tutors support the overall academic progress of their tutees via annual progress reviews, tutor reports and parents evenings.
- SENDCo responsible for the oversight of progress of SEND students.
- Assistant Headteachers' have the responsibility and oversight of all students in their key stage including SEND students.

3. How will the curriculum be matched to my Childs needs?

- KS2 SATS data plus SEND information will be used to guide appropriate placement across the curriculum; including those subjects which are setted.
- Depending on need, small group provision may be given to students with regard to developing literacy, numeracy and organisational skills. Specialised interventions can also be offered as the need arises.
- Specific dyslexia support is offered to identified students.
- Accredited pathways may be offered at a staged approach through KS3 and KS4 depending on need. This may include a vocational pathway at KS4.
- Specific IAG (Information Advice and Guidance) is given to SEND students at transition points from Y11 onwards regarding GCSE options and transition to further education.

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

- Communication with form tutor.
- Termly progress reports and BFL's sent home to parents.
- Further reports on behaviour for learning sent home for each year group each term.
- Merit reports are sent home on a weekly basis.

- Homework is accessible to parents via ‘Show My Homework’ website and parents informed if homework is incomplete in any subject.
- Specific Parent Evenings are organised at key points. This includes: Year 7 Induction Evening, Year 7 Literacy/Numeracy evening, and GCSE Maths/English evening.
- Parents able to contact class teacher, SENDCo or year group pastoral manager with regard to further updates on their children’s learning, or further support requested

5. What support will there be for my child’s overall wellbeing?

Richard Lander School adopts a ‘whole school approach’ which ensures that ‘All teachers are teachers of children with Special Educational Needs & Disabilities.’

In addition to this we have a Student Support team with vast experience, which includes:

- Dedicated head of community for each Learning Community.
- Non-teaching Pastoral support manager in each year group.
- Assistant Heads who line-manage all pastoral work.
- Dedicated Safeguarding Officer and Deputy Safeguarding Officer.
- SENDCo, Assistant SENDCo and SEND Team.
- EWRM – Emotional Wellbeing Resilience Mentor
- Learning Resource and Support Centre (LRSC).
- Private Study Area (PSA)
- Medical Welfare Officer and School-based Education Welfare Officer.
- Careers advisor for year 11 students.
- In house careers team.
- In house work experience team.
- Liaison with external agencies (eg. CAMHS, Educational Psychology as appropriate).

Parents are encouraged to communicate with the school via any of the above mechanisms.

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

The structures outlined under Point (5) also work to keep children safe in school. This is with specific reference to the Safeguarding Officer & Deputy Safeguarding Officer, plus a nurture room provision.

- All legal safeguarding requirements fully in place; including policies and procedures.
- All legal H&S requirements fully in place; including policies and procedures.
- Home/School contact on first day of absence.
- Dedicated Medical Officer.
- Dedicated Educational Welfare Officer / Attendance.
- Dedicated Safeguarding Officer.

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

We have access to many external providers that work with us to enhance our existing support team, from Educational Psychologists to NHS staff and charity organisations, for our full list of external agency partners please see pages 9, 10 & 11.

8. The SEND qualifications of and SEND training attended by our staff? The SENDCO, Assistant SENDCo and ARB Manager all hold QTS status.

The SENDCo for the mainstream school including the ARB holds a BA (Hons) and PGCE and is currently studying for the NPQSENDCo qualification. The Assistant SENDCo holds a BA (Hons) and PGCE. The ARB manager, Catherine Hooper holds a BEd. (Hons), Level 5 Diploma in Teaching and assessing learners with SpLD.

Staff at Richard Lander School participate in annual training, including SEND matters. Staff have received training on:

- Autism (including Autism Champion training), ADHD, Developmental Co-ordination Disorder, Dyslexia, Speech and Language, Visual and hearing impairment support, Downs Syndrome awareness,
- Physio (individualised OT and physiotherapist advice), Epilepsy awareness, Diabetes management, First Aid, EpiPen use, Defibrillator training,
- 'TIS' Trauma informed Schools
- Team Teach/Positive Behaviour Handling
- Safer Moving and Handling, Personal care and infection control,
- Exam Access Arrangement support,

- The ‘Teeach’ Approach, Intensive interaction.
- Fun fit, Touch typing, Social Skills

The SENDCo is responsible for auditing the schools staff training needs related to SEND and delivers regular and appropriate updates, inset sessions and bespoke training. SEND matters are built into the Schools inset calendar as well as half termly meetings are scheduled with all SEND department representatives in attendance. Lesson observations, learning walks, TA performance management (including all training needs) form part of the CPD process for the SEND department. The effectiveness of these systems and processes are reviewed annually.

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

As an inclusive school we aim to offer all opportunities to all children who are a part of our school. Where possible we will provide adult support with activities and trips if needed as a requirement for all students’ to be able to participate.

10. How accessible is the school environment?

The school building and grounds are fully accessible to all students, parents and visitors, with disabled access throughout the whole of the building, including ramps, widened automatic doors, disabled access toilets and showers and multiple lift access points. Our School adheres to all DDA compliance policies and also has an annually reviewed accessibility plan; please see the SEND pages of the website for more details.

11. How will school prepare and support my child through the transition from key stage to key stage and beyond?

At Richard Lander School we pride ourselves on our extensive transition package: please see page 7, section 7 of the School Offer above.
For more information, please use the contact methods below to detail your specific enquiries.

12. Who can I contact for further information?

Please contact the SEND team in the first instance via any of the communication methods below.

13. What should I do if I feel the Local Offer is not being delivered or is not meeting your child’s needs?

Please contact the SEND team in the first instance via any of the communication methods below.

14. How is the schools local offer reviewed?

Our SEND Information report and School Offer is reviewed and adapted as required termly and re-issued annually for the start of the new academic year.

To view our graduated approach in more detail and find out more on how we:

- Assess and review the progress of C & YP's (children and young people's) progress towards outcomes.
- Evaluate effectiveness of our provision for C & YP with SEND.
- Handle complaints about the provision made at our school.

Please access our full SEND policy and associated documents by visiting our SEND page of the school website:
https://www.richardlander.co.uk/personalised-curriculum/special-needs-education/

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

Special Educational Needs contacts at Richard Lander School 2026

How do I make contact with staff at RLS?

During term time the reception at Richard Lander School is open:

Monday - Thursday: 8:00pm - 4:15pm / Friday: 8:00am - 4:00pm

Main Reception: 01872 273750 **general enquires email:** enquiries@richardlander.cornwall.sch.uk

For general student issues: in the first instance please contact your child's tutor using the email address above, please remember to state your child's name, tutor group and the name of your child's tutor. For more **pastoral enquiries** please contact the appropriate Pastoral Manager for your child's year group:

- HOY7@richardlander.cornwall.sch.uk – Pastoral manager year 7 – Mr Barnardo
- HOY8@richardlander.cornwall.sch.uk – Pastoral manager year 8 – Mrs Buys
- HOY9@richardlander.cornwall.sch.uk – Pastoral manager year 9 – Miss Filkins

- HOY10@richardlander.cornwall.sch.uk – Pastoral manager year 10 – Mr Bray
- HOY11@richardlander.cornwall.sch.uk – Pastoral manager year 11 – Mr Richards

My child is on the SEND RON (Record of Need), which member of the SEND team do I contact when I need to communicate with school?

If you need to communicate regarding SEND enquiries, for example; referral forms, EHCP annual reviews, Learning Passports, transition, Exam Access Arrangements, appointments, please contact: send@richardlander.cornwall.sch.uk

If you wish to communicate regarding a specific theme such as **Dyslexia** testing, or how your child can access the school's **Autism Champion** please contact the champions directly:

Dyslexia champion, Mrs Cannons: lcannons@richardlander.cornwall.sch.uk

Autism champions

Mrs Hawke lhawke@richardlander.cornwall.sch.uk , Mrs Cross (ARB) mcross@richardlander.cornwall.sch.uk

If you wish to make a complaint about any of the above please view and follow our whole school complaints policy- **http://www.richardlander.co.uk/parents/policies**