

**PENAIR
SCHOOL**



SEN Information Report

Date: November 2021

“We believe that everyone should be encouraged to reach their full potential as a learner. Every student is an individual; each has the ability to be creative and successful. As a school we uphold the ideal of inclusion and seek to engage all people in this. We foster a calm and caring environment with a commitment to meeting the social, emotional and intellectual needs of all of our young people.”

Name of the Director of Inclusion: Kate Finlay

Contact details: kfinlay@penair.cornwall.sch.uk 01872 245167




Link to Local Offer <https://www.supportincornwall.org.uk/localoffer>

Link to Special Educational Needs Policy <http://ow.ly/AWxJ300tCwc>




Link to Equality and Diversity Policy <http://ow.ly/qRqQ300tCoX>

The levels of support and provision offered by our school




Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Student voice via the Year and School Council</p> <p>Student Survey</p> <p>Tutor/Personal Development Leader</p> <p>Pastoral Support Team</p> <p>Peer Mentoring</p>	<p>Assess/Plan/Do/Review meetings</p> <p>Provision Maps</p> <p>One Page profiles</p> <p>Student feedback about:</p> <p>Yr 6 SEND transition days</p> <p>Nurture Group</p> <p>1:1 support</p> <p>Leanne Sherwood (Careers Advisor)</p>	<p>All About Me document in preparation for EHCP reviews and PSP meetings</p> <p>Records of Need – based on the review meeting</p> <p>Student feedback for individualised programmes</p>

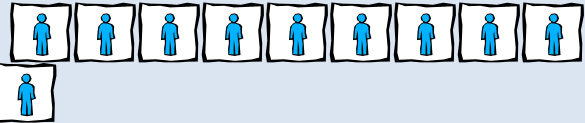
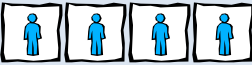

Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Community Open evening Yr 6 intake evening for parents Year group parents' evenings Half termly progress reports/data Information evenings and events.</p>	<p>SEND information evening – Yr 6 SEND parents' workshop evening Parental meetings with PDLs, SWOs, SENCo, Inclusion Manager etc. on request – Assess/Plan/Do/Review cycle Pastoral Support Team/Inclusion Manager are in regular contact with families SENCo meetings with pupils on SEN support (assess/plan/do/review)</p>	<p>Annual Statement Review meetings with parents – yr 7 and 8 Statement Transition Review meetings with parents – years 9, 10 and 11. Meetings with SENCo Pupil Premium parental meetings</p>

The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>A broad and balanced curriculum for all Dedicated and enthusiastic specialist teachers Carefully planned lessons</p>	<p>Small group Literacy programme Small group Numeracy programme Small group Nurture Group programme 1:1 Literacy intervention Faculty TA English- direct support Homework Club Handwriting Club Dyslexia Champion Dyslexia Support Club Dyslexia pupil packs ASD Champion GCSE support groups Exam concessions/access arrangements</p>	<p>Personalised timetables Alternative provision e.g. Short Stay School Alternative Programmes e.g. Pendynas/BF Adventure Work placement Access to 1:1 TAs</p>




Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Dyslexia-Friendly Strategies and in school Dyslexia Advisor Sight/hearing impairment strategies ASD friendly strategies Use of ICT and Open Dyslexia ICT programme on every device Differentiated tasks and expectations through precision teaching</p>	<p>Records of Need for pupils with a statement/EHCP Provision maps One page profiles and RON or dyslexia plan for all SEN support pupils Visual prompt cards Displays Task management boards</p>	<p>Nurture groups Access to 1:1 TA support Specialist resources and equipment Advice from partner agencies (see page 10)</p>




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<p>Regular Assessment Praise and Reward Clear, consistent boundaries and consequences Variety of individual, paired and group tasks. Early identification system</p>	<p>Key word lists for pre/post learning Overlays/coloured rulers Coloured backgrounds on boards iPads/laptops for classwork Handwriting Club Dyslexia Champions Dyslexia Support Club Dyslexia pupil packs ASD Champion SEND training opportunities Differentiated resources and outcomes Seating plans Strategies for specific needs distributed Additional adult support in lessons group teaching Assessment and exam access arrangements GCSE study plus Homework Club</p>	<p>Additional support for Pupil Premium</p>
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Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Actively encourage independent working</p>	<p>Use of ICT including iPads and laptops</p>	<p>Practical assistance for Physically impaired</p>
<p>Independent home study/Homework PSHE programme Regular marking and feedback for next steps Peer Mentors/buddy system Variety of independent, paired and group tasks</p>	<p>Life Skills course in KS4 Education Plans for pupils with a statement/EHCP Records of Need One page profiles for all SEN support pupils Small group interventions with clear success criteria Handwriting Club Dyslexia Champion Dyslexia Support Club Dyslexia pupil packs ASD Champion Pastoral Support Plans Differentiated tasks Visual prompts</p>	<p>Supported access to extra-curricular activities Break and lunch-time supervision Referral to Homework Club after school Referral for Community Support Referral to external community groups</p>




Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> First Aid policy Anti-bullying policy Inclusion policy Pastoral Support team (SWOs Safeguarding Lead and Cover) 	<ul style="list-style-type: none"> Time out arrangements Referrals to partner agencies 	<ul style="list-style-type: none"> Access to counsellor Alternative Provision (see page 10) Individual Health Care Plans Nurture group in KS3 Multi-agency meetings
<ul style="list-style-type: none"> Safeguarding Policy School Nurse School Health profile Qualified First Aiders Restorative Justice programme PSHE programme to develop community awareness, social and relationship skills. Peer mentors/buddy system Praise and reward system Variety of extra-curricular activities Presentation/celebration assemblies 	<ul style="list-style-type: none"> Access to the Link (access at break/lunchtimes and additional programmes) Access to school nurse drop in sessions/referral Access to School Counsellor Additional support programmes organised by DoL/PSW Pastoral support centre 	<ul style="list-style-type: none"> Referral to Social Care




Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Extra-curricular activities/clubs Activities at lunch and break times School and Year group Council Tutor Groups Outdoor Education opportunities such as Duke of Edinburgh</p>	<p>Small Nurture Group programme Supervised lunch and break times Behaviour Support Facility Additional support programmes organised by PDL/SWO Peer mentors ASD team group activities.</p>	<p>Referrals to partner agencies (see page 10) External support groups Alternative Programmes e.g. Pendynas/ BF Adventure Supervision at lunch and break times Supervision for extra-curricular activities and trips</p>




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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Health and Safety policy Structured rules for moving around the buildings Risk assessments Qualified teachers in specialist subjects Displays in classroom and corridors First Aid team</p>	<p>Equality and Diversity policy Management of medical needs</p> <ul style="list-style-type: none"> - Epilepsy - Diabetes - Acute Asthma - Allergies - Specific conditions <p>Liaison with Medical professionals and parents</p>	<p>Disabled Access Policy Specialist mobility equipment Liaison with external professionals Lifts maintained Health Care plans written with medical specialists The Hub for physiotherapy/airway clearance</p>

Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Visits to primary schools Yr 6 Primary liaison event Yr 6 Intake days and evening College visits for year 11 students</p>	<p>Summer Challenge for yr 6 Yr 6 SEND transition for vulnerable students Literacy Intervention yr 6 SENCo attending meetings at primary schools. Liaison with Truro College for Post 16 setting. Careers Advisor</p>	<p>Transition plans for yr 6 to 7 SENCo attends Yr 6 Annual Reviews for pupils with statements Transition review meetings for years 9, 10 and 11 for students with statements attended by Careers South West/Truro College Additional college visits and transition plans for year 11 students.</p>

The SEND qualifications of, and SEND training attended by, our staff .

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>Regular audit of staff SEND training needs SENCo delivers INSET to update staff re: SEN Code of Practice SEND CPD programme available to all staff TA allocated lessons Learning Walks with SEND</p>	<p>TA performance Management TA training opportunities displayed on SEND notice board/ shared at faculty meetings TA CPD delivered by SENCo and training by outside services and professionals including: Dyslexia Champion training Autism Champion training Sight/Hearing Support training Nurture Group training Supporting pupils with SEMH Supporting pupils with EAL Managing Challenging Behaviour (SEN Services Southwest) Mental Health – Identifying and Supporting Learners with Difficulties</p>	<p>Director of Inclusion performance Management Qualified SENCo with National award Masters qualification MAEd Director of Inclusion training with outside services/agencies and professionals Inclusive and Dyslexia friendly schools (DFC/IDFS) SIMs SEND training/Edukey/ Provision mapping Exam Access Arrangements for SEN students (RTA) Maximising TA Impact (MENCAP) Mental Health – Identifying and Supporting Learners with Difficulties</p>

	<p>(SEN Services Southwest) Dyscalculia Training (Dyslexia Support) Phonological Awareness (Dyslexia Service) Emotion coaching, Lego therapy and precision teaching training provided by Educational Psychologist</p>	<p>(SEN Services Southwest)</p>
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Services and organisations that we work with:

Organisation	What they do in brief	Contact details
Autism Spectrum Team Cornwall	The Autism Spectrum Team in Cornwall play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency work to meet the needs of these young people and their families. They have trained our Autism Champion and provide ongoing mentoring for our SEND department.	Katie Frampton kframpton@cornwall.gov.uk County Team
BF Adventure	BF Adventure is an outdoor activity centre and charity based near Falmouth and Penryn. It offers young people an opportunity to learn in a different environment and focuses on resilience, team building, self-esteem and social skills. It offers high level of support for vulnerable students, with the aim of the child progressing into group work.	Paul Cox paulc@bfadventure.org
Boot Up	Boot Up! is an outdoor learning space open where young people can take part in fun and inspirational sessions in Green Woodwork, Bushcraft, Construction, Gardening and Arts & Crafts. All of which are designed to inspire and enable people of all ages to gather and discover new skills in a beautiful outdoor setting.	Jane Atkinson jane@bootup.org
CAMHS	Offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.	Dr Marianne Groen Marianne.groen@cft.cornwall.nhs.uk Jenny Caddy Jenny.Caddy@cft.cornwall.nhs.uk

<p>Careers Officer</p>	<p>Support pupils with pathways to KS4 and the options process in Year 9, the year 10 work experience programme and post 16 options and application to college in year 11. In addition CSW can seek alternative provision or a work placement for pupils experiencing difficulties accessing the curriculum. CSW support parents and pupils during Transition Reviews.</p>	<p>lsherwood@penair.cornwall.sch.uk</p>
<p>CHAOS Stay at Home Ltd</p>	<p>An alternative learning environment that focuses on catering and horticulture and small animal care</p>	<p>Lindsay@stayathomeltd.co.uk</p>
<p>Cognition and Learning Service</p>	<p>Support the needs of dyslexic and identified areas of need with cognition with children and young people in education. They offer advice and guidance to students, families and friends and can provide dyslexia screening, full assessments, literacy support and training.</p>	<p>sandra.page@cornwall.gov.uk</p>
<p>Dreadnought Centre</p>	<p>The Dreadnought Centre provides a wide range of programmes for young people who face emotional and behavioural challenges. It operates a child centred philosophy and provides an environment of unconditional acceptance.</p>	<p>team@thedreadnought.co.uk</p>
<p>Dyslexia Support Service</p>	<p>Support the needs of children and young people with Dyslexia in education. They offer advice and guidance to people with Dyslexia, family and friends, and provide dyslexia screening, full dyslexia assessments, literacy support and training for those in the statutory or voluntary sector, in business, education or employment services. The service has trained</p>	<p>Jo Davidson jo.davidson@cornwall.gov.uk</p>

	our two Dyslexia Champions and continue to provide support and guidance.	
Early Psychosis Intervention Team	The Early Psychosis Intervention Team work with young people (14-35 years). They offer prompt assessment and treatment for psychosis, and work closely with the young person, family and school to identify early signs and offer early intervention.	Fern Currie Fern.currie@nhs.net
Early Help Hub	A single point of contact for Cornwall Council and community based children's Early help Support and Services. A professional triage hub for all service requests. A source of information and advice to help make the best decisions for a child/ young person.	www.cornwall.gov.uk/earlyhelphub
Educational Psychology Service	Help and support children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social, emotional problems or learning difficulties	Roosje Rautenbach rrautenbach@cornwall.gov.uk
Hearing Support	Support children and young people with sensory impairment to: <ul style="list-style-type: none"> • develop good language and effective interaction communications skills; • be given the equality of opportunity to access a wide curriculum at school and college; • gain social and emotional inclusion in their wider community; to achieve economic well-being	Teacher of the Deaf: Phil Clifford pclifford@cornwall.gov.uk Sarah Wardle sarah.wardle@cornwall.gov.uk

Kooth.com	1:1 counsellors - Provides vulnerable young people, who have emotional or mental health problems, with support when they need it most.	Alison Fox alison@xenzone.com
Occupational Therapy Team (Community)	Assess and treat physical and psychiatric conditions using specific activity to prevent disability and promote independent function in all aspects of daily life	Sophie Roberts Sophie.roberts@cornwall.go.uk
Pendynas	Pendynas provide a range of professional services based around the provision of education and supervision to young people who are unable to access mainstream schooling on a full time basis. They can provide services to ensure that young people can continue to progress socially and academically.	Clint Lanyon clanyon@pendynas.co.uk
Physiotherapy Team (Community)	Help people affected by injury, illness or disability through movement and exercise, manual therapy, education and advice. They maintain health for people of all ages, helping patients to manage pain and prevent disease.	Bridget White Bridget.White@rcht.cornwall.nhs.uk

<p>Physical Disability Support</p>	<p>Provide support to students with Physical Disabilities who attend mainstream schools across Cornwall. The key target is to ensure maximum access to the school curriculum.</p>	<p>Steve Deacon Physical and Medical Needs Advisor sdeacon1@cornwall.gov.uk Melinda.leishman@cornwall.gov.uk</p>
<p>Police Liaison Officers Youth Intervention Officer</p>	<p>Focus on early intervention and prevention</p>	<p>PC Jay Dorman 01726 22482</p>
<p>School Nurse Team</p>	<p>Provide a variety of services such as providing health and sex education within schools, carrying out developmental screening, undertaking health interviews and administering immunisation programmes.</p>	<p>Carol Hiley 01872 221704</p>
<p>SENDIASS</p>	<p>Provide support for students, families and schools in finding the best opportunities for learning and success in education and all aspects of life.</p>	<p>www.cornwallsendiass.org.uk</p>
<p>Social Care</p>	<p>Personal care, protection or social support services to children or adults in need or at risk</p>	<p>Ben Jones bgjones@cornwall.gov.uk</p>

Speech and Language Therapy (SALT)	Assess and treat speech, language and communication problems in people of all ages to help them better communicate	Mel Meadows mmeadows@cornwall.gov.uk
Together For Families Advocates	Support the co-ordination of services around identified families to maximise the impact of intervention and reduce duplication or conflict.	Jenny Davies jdavies2@cornwall.gov.uk
Vision Support	Work with children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years settings and schools to enable them to overcome barriers to their education caused by their vision loss.	Visual Impairment service Cornwall Council Theresa Maunder tmaunder@cornwall.gov.uk
White Gold	<p>White Gold Cornwall works with children, young people and adults across the whole of Cornwall and the Isles of Scilly providing 1:1 mentoring to help them navigate life's challenges.</p> <p>They aim to support, guide and, if appropriate, challenge young people who;</p> <ul style="list-style-type: none"> Are vulnerable or at risk. Present unacceptable or challenging behaviour. Are excluded from, or failing to engage in, education 	01209 31076 admin@whitegoldcornwall.co.uk

	<p>Lack confidence, self-esteem and/or social skills</p> <p>Are involved, or at risk of becoming involved, with the Criminal Justice System.</p>	
Young People Cornwall	<p>Young People Cornwall offers 1:1 information and guidance to young people and sign posts them to agencies and organisations that can support them further.</p>	<p>Gill Tallis g.talis@ypc.org.uk</p>

Pupil progress

Progress data is sent home and there are parents’ consultation evenings. Teaching staff will liaise frequently when issues arise with your child’s learning via email, letter or phone call. In addition there are various support evenings throughout the year to coincide with transition from one key stage to another, during examination preparation and to support the parents of children with SEND. Homework is published on Class Charts ICT provision and pupils have access to an after school Homework Club.

How we know how good our SEN provision is

Children’s targets on their Records of Need are reviewed to ensure they are being met. Monitoring the academic progress of SEND pupils against national/age expected levels and ensures the gap is narrowing (they are catching up to their peers or expected age levels). Some pupils may move off of the SEND register when they have ‘caught up’ or made sufficient progress. Lastly by reflecting on the verbal feedback from the teacher, parent and pupil and regularly acting on this in order update the Local Offer.

If you wish to complain:

Please contact the Head teacher:

Mr James Davidson jdavidson@penair.cornwall.sch.uk

Chair of Governors:

Mrs E Seale
Penair School
St Clement Hill
Truro
TR1 1TN

Cornwall's Local Offer can be found on the Penair School Website and the Cornwall Family Information Services (FIS) website:

<http://cornwall.childreaninformation.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?

At Penair School children are identified as having SEND through a variety of ways including:

- Liaison with Primary School
- Teacher/TA identifies a pupil performing below age expected levels
- Concerns raised by Parent
- Concerns raised by PDL/ SWO for example behaviour or self-esteem is affecting performance
- Liaison with external agencies

HOW WILL I RAISE CONCERNS IF I NEED TO?

Talk to us – firstly contact your child’s PDL/Tutor or the SENCo. We welcome dialogue with parents/guardians and pride ourselves on good home/school communication.

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

Your child’s PDL and the classroom teacher are responsible for your child’s progress and success with the support of the Pastoral Support and Tutor team.

3. How will the curriculum be matched to my child’s needs?

Quality First Teaching ensures all work within lessons is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that the teacher has graded outcomes for the lesson according to ability, however on occasions this can be individually differentiated. The benefit of this type of precision teaching is that all children can access a lesson and learn at their level.

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

Progress data is sent home and there are parents’ consultation evenings. Teaching staff will liaise frequently when issues arise with your child’s learning via email, letter or phone call. In addition there are various support evenings throughout the year to coincide with transition from one key stage to another, during examination preparation and to support the parents of children with SEND. Homework is published on Class Charts and pupils have access to an after school Homework Club.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believes that every child should aspire to achieve and are capable of reaching their goals. The class teacher has overall responsibility for the pastoral care and progress of every child in their class, therefore this would be the parents’ first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. The school also has an Inclusion Manager who works in The Link under the direction of the SENCo, with vulnerable children during the school day. Children also have access to a highly experienced Pastoral Support team.

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

Penair School is concerned for the safety of all of its pupils. We operation a ‘Kids Safe’ text messaging service to support attendance and punctuality that is monitored by the Pastoral Support Team. There is a rigorous approach to safeguarding and a designated Safeguarding Officer. There is a behaviour policy in place with very clear expectations and a reward/sanctions system to support this. If a child has behavioural difficulties a Behaviour Management Plan (BMP) may written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions has reduced.

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

Please see above sections The curriculum and Teaching & Learning

9. What SEND training have the staff at school had or are having?

Staff members are offered opportunities to access SEND training through Continuous Professional Development (CPD) training. The SENCo is required to undertake specific SENCo training, the NASEN SENCO Masters Module and regular updates from the county team and local providers.

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

All pupils are entitled to access activities outside of the classroom including trips and are actively encouraged to participate in extra-curricular clubs and events. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

11. How accessible is the school environment?

The school site is wheelchair accessible with disabled lifts and toilets.

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

The school has a very successful KS2-3 transition process and offers a roadshow of events/activities to support transition including a Summer School programme. There are various support evenings throughout the year to coincide with transition from one key stage to another, during examination preparation and to support the parents of children with SEND. For the transition to Further and Higher education Penair School has close links with the local colleges and works in partnership with Careers South West. The Careers South West officer supports pupils and works 1:1 with SEND pupils through the process of work experience and college transition. There is a work experience week and a careers evening.

13. How are the school's resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We have a team of TAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving a TA either on a 1:1 basis or in a small group situation or specialist provision.

14. How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENCo will discuss the child's needs with class teachers and teaching assistants and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.