

**PENAIR
SCHOOL**



Our 'School Offer' for Disability and Special Educational Needs (SEND)

Equality and Diversity for Pupils with

Disability and Special Educational Needs at Penair School

2021-2022

**The levels of support and provision offered by our school
(NOV 2021)**

	Whole school approaches. Quality first provision for all of our students	Additional targeted support and provision	Specialist individualised support and provision
1. Curriculum approaches	<ul style="list-style-type: none"> • A broad and balanced curriculum for all • Dedicated and enthusiastic specialist teachers • Carefully planned lessons using precision teaching • SEND Continued Professional Development for all staff • Online homework through Class Charts application and Homework Club 	<ul style="list-style-type: none"> • Literacy intervention • Numeracy intervention • Nurture Group programme • Exam concessions • Access to TA support 	<ul style="list-style-type: none"> • Personalised timetables • Reduced Timetables • Alternative educational provision e.g. BF Adventure, Boot Up, Dreadnaught • Work placement programme • Access to 1:1 TA support

<p>2. Teaching and learning approaches</p>	<ul style="list-style-type: none"> • VAK teaching strategies • Dyslexia-Friendly Strategies • ASD friendly strategies • Sight/hearing impairment strategies • ICT provision • ‘Open Dyslexia’ font on every computer • Differentiated tasks • Regular Assessment • Praise and Reward • Clear, consistent boundaries and consequences • Variety of individual, paired and group tasks. • Homework Club • GCSE study plus 	<ul style="list-style-type: none"> • Nurture group programme • Dyslexia Champions • Dyslexia Support Club • Individual Dyslexia learning packs • Handwriting Club • ASD Champion • Individual provision maps • One page pupil profiles • Visual prompt cards • Key word lists for pre/post learning • Individual iPads/laptops for classwork • Additional adult support in lessons. • Small group literacy/maths intervention • Assessment and exam access arrangements 	<ul style="list-style-type: none"> • Education Plans for pupils with an EHCP • Behaviour Support facility • Access to 1:1 TA support • Specialist resources and equipment • Advice from partner agencies (see page 6) • Additional support for Pupil Premium • Personalised /alternative timetable and/or educational provider
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<p>3. Self-help skills and independence</p>	<ul style="list-style-type: none"> • Actively encourage independent working • Independent home study/Homework Club • PSHE programme • Regular marking and feedback for next steps including DIT (dedicated improvement time) • The School Ambassador programme • Variety of independent, paired and group tasks • Work experience programme 	<ul style="list-style-type: none"> • Use of ICT including laptops • Individual provision maps • One page pupil profiles • Pastoral Support Plans • SEMH objectives supported by Inclusion Facility • Break and lunch-time supervision in The Link 	<ul style="list-style-type: none"> • Education Plans for pupils with an EHCP • Supported access to extracurricular activities/PE Supported lunch/specialist equipment • Referral to Homework Club • Referrals to Community Support • Referrals to external community groups
<p>4. Health, wellbeing and emotional support</p>	<ul style="list-style-type: none"> • Joint Safeguarding Leads • Safeguarding Policy • First Aid policy • Anti-bullying policy • Inclusion policy • Student Welfare Support Team 	<ul style="list-style-type: none"> • Mentoring Service • Access to Behaviour Support • Nurture Group programme • Time out facility • Referrals to partner agencies (see Page 6) • The Link (access at break/lunchtimes and additional programmes) • Referral to school nurse 	<ul style="list-style-type: none"> • Alternative Provision (see page 6) • Individual Health Care Plans • Access to 1:1 Nurture Programme • School Multi-Agency Meeting (termly) • Referral to Early Help Hub/MARU

	<ul style="list-style-type: none"> • School Nurse Service • Qualified First Aiders • Restorative Justice programme • PSHE programme to develop community awareness, social and relationship skills. • Peer mentors/buddy system • Praise and reward system using Class Charts • Variety of extra-curricular activities • Presentation/celebration assemblies 	<ul style="list-style-type: none"> • Additional support programmes organised by the Student Welfare Team 	
<p>5. Social interaction opportunities (Monitored by staff running activities)</p>	<ul style="list-style-type: none"> • Extra-curricular activities/clubs • Activities at lunch and break times • School and Year group Council • Tutor Group programme • Outdoor Education opportunities • Leadership opportunities 	<ul style="list-style-type: none"> • Small Nurture Group programme • Supervised lunch and break times • Additional support programmes organised by Student Welfare team • Peer mentor programme • Hearing Improvement Support Student Group 	<ul style="list-style-type: none"> • Referrals to partner agencies (see Page 6) • External support groups • Alternative Programmes e.g. CHAOS/BF Adventure Dreadnought/Boot Up • Supervision at lunch and break times • Extra supervision for extracurricular activities and trips

<p>6. The physical environment.</p> <ul style="list-style-type: none"> • Accessibility • Safety • Positive learning environment 	<ul style="list-style-type: none"> • Health and Safety policy • Accessibility policy • Anti-bullying policy • Keep Kids Safe text messaging service • Structured rules for moving around the buildings currently applying covid regulations • Risk assessments • Qualified teachers in specialist subjects • First Aid Team 	<ul style="list-style-type: none"> • Equality and Diversity policy • Management of medical needs <ul style="list-style-type: none"> - Epilepsy - Diabetes - Acute Asthma - Allergies and specific needs • Liaison with Medical professionals for example Hearing/ Occupational Health specialists and parents • Continued Professional Development for key staff 	<ul style="list-style-type: none"> • Disabled Access Policy • Specialist mobility equipment • Liaison with external professionals and parents • Lifts maintained • Health Care plans written with medical specialists and parents • Support for physiotherapy. • Team Teach
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<p>7. Transition from year to year and setting to setting</p>	<ul style="list-style-type: none"> • Visits to primary schools • Yr 6 Primary liaison event • Yr 6 Intake days and evening • College visits for year 11 students • Academic and Pastoral Key • Stage Leaders • Tutorial programme • Student Welfare Team • Summer Challenge for year 6 pupils 	<ul style="list-style-type: none"> • Year 6 transition programme for vulnerable students/SEND • SENCo attends meetings at primary schools summer term year 6 • Liaison with Truro College for Post 16 setting. • Penair Careers Advisor / County C&G contact • Additional guidance and discussion around GCSE option choices from KS3 to KS4 	<ul style="list-style-type: none"> • Transition plans for yr 6 to 7 SENCo attends Year 6 EHCP reviews • EHCP transition review meetings for KS4 pupils attended by the School's Careers Officer and Truro College • Additional college visits and transition plans for year 11 students. • Additional transition time for Year 6 students • SENCO attendance of year 5 and 6 EHCP annual reviews.
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<p>8. Engagement with families</p>	<ul style="list-style-type: none"> • Community Open evening Year 6 Intake Evening for parents • Year group parents' evenings • Half termly progress reports/data • Information evenings and events • Student Welfare Team/home liaison • Information communicated via letter, newsletter, website, text message service 	<ul style="list-style-type: none"> • SEND information evenings for parents/workshops • Parents' evenings for SEND pupils • Assess/Plan/Do/Review meetings • Parental meetings with SENCo on request • Parental questionnaires. • Parent forum under review and construction 	<ul style="list-style-type: none"> • EHCP Review/Transition meetings with parents • SEND Department staff are key workers for vulnerable families as needed

Organisations we currently work with (we annually review and update our provision to ensure the best service is provided):

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
Careers Officer	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.	Isherwood@penair.cornwall.sch.uk
CHAOS Stay at Home Ltd	An alternative learning environment that focuses on catering and horticulture and small animal care	Lindsay@stayathomeltd.co.uk
Cognition and Learning Service	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.	sandra.page@cornwall.gov.uk
Dreadnought Centre	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.	team@thedreadnought.co.uk
Dyslexia Support Service	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	Jo Davidson jo.davidson@cornwall.gov.uk

	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 Rautenback 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; 	Teacher of the Deaf: Phil Clifford pclifford@cornwall.gov.uk Sarah Wardle sarah.wardle@cornwall.gov.uk

	to achieve economic well-being	
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

<p>Physiotherapy Team (Community)</p>	<p>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.</p>	<p>Bridget White Bridget.White@rcht.cornwall.nhs.uk</p>
<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>
<p>Speech and Language Therapy (SALT)</p>	<p>Assess and treat speech, language and communication problems in people of all ages to help them better communicate</p>	<p>Mel Meadows mmeadows@cornwall.gov.uk</p>
<p>Together For Families Advocates</p>	<p>Support the co-ordination of services around identified families to maximise the impact of intervention and reduce duplication or conflict.</p>	<p>Jenny Davies jdavies2@cornwall.gov.uk</p>
<p>Vision Support</p>	<p>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.</p>	<p>Visual Impairment service Cornwall Council Theresa Maunder tmaunder@cornwall.gov.uk</p>
<p>White Gold</p>	<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>	<p>01209 31076 admin@whitegoldcornwall.co.uk</p>

	<p>Are vulnerable or at risk. Present unacceptable or challenging behaviour. Are excluded from, or failing to engage in, education Lack confidence, self-esteem and/or social skills 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>

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

2. How will I raise concerns if I need to?

- Talk to us – firstly contact your child's Academic/Pastoral Lead/Tutor or the SENCO. We welcome dialogue with parents/guardians and pride ourselves on good home/school communication.

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

Your child's PDL (Personal Development Leader) and the classroom teacher are responsible for your child's progress and success with the support of the Pastoral Support and Tutor team.

4. 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.

5. 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 regularly 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 the school's website (ClassCharts) and pupils have access to an after school Homework Club.

6. What support will there be for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe 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. Children also have access to a highly experienced Pastoral Support team.

7. 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 (Mrs N Hosking/ Mr J Davidson). 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.

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

Please see page 6

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

Staff 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 access to a TA, 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, 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.

15. Who can I contact for further information?

Kate Finlay email kfinlay@penair.cornwall.sch.uk

Tel 01872 245167

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

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

17. How do we know the Local Offer has had an impact?

This is achieved by reviewing children's targets on their Records of Need, and ensuring they are being met. By monitoring the academic progress of SEND pupils against national/age expected levels and making sure 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.